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ABSTRACT

This resource used for future development of the To Educate the People concept documents evolution of this concept to date. The first and largest section presents information from 6 years of experience in providing a bachelor's degree program for working adults in regard to curriculum content, pedagogy, delivery systems, finance, and organization. A complete syllabus of all television courses is provided as well as the table of contents of the readers and study guides used by these courses. Courses that were adopted for specific groups of working adults are also described. The current direction of synthesis and evolution of this experience is discussed. Section 2 deals with the Worker's Sabbatical, a 1-year period during which the worker is a full-time student. (The sabbatical concept provides workers with access to education, a new hire for the vacated job, federal and state government financing, and a change in the education-work-retirement life cycle.) Section 3 discusses the To Educate the People Consortium, a coalition of higher education, organized labor, and public television organized to disseminate and adapt the University Studies and Weekend College Experience and coordinate it with other efforts to provide access to higher education for working adults. (YLB)

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A HUMANITIES-BASED CURRICULUM FOR WORKING ADULTS

The Worker's Sabbatical

To Educate the People Consortium

U.S. DEPARTMENT OF EDUCATION
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HOW TO USE THIS BOOK

The first function of this book is to serve as a resource for the future development of the To Educate the People Concept. It is thus a document for discussion and we hope that after this discussion is completed over the next year that a final edited publication will be made available.

The second function is to document the evolution of the To Educate the People concept to date and to encourage the adaptation of the model around the world.

Given these two functions, both of which require specific information and not theoretical conclusions about access to humanities based education for working adults, we have packed this book with specifics. While this makes it more useful for action, it makes it more cumbersome for reading. We therefore recommend the following procedure for using this document

1. There is a complete syllabus of all the television courses still available and used by the US/WC program, as well as the table of contents of the readers and study guides used by these courses. The TV courses provide a core for the program.

2. There is a very large sample of workshop and conference course syllabi and the related reading materials and assignments. They are also presented in such a way as to make it possible for the reader to get some idea of the evolution of the curriculum. Their main purpose is to stimulate ideas for adaptation to those desiring to implement the program in other places. The courses described in the 'adaptation' section not only serve to stimulate those interested in curricula for city workers, unionists, prison inmates, and others but also show how adaptations of the curriculum can be made.

   Despite the large number of such course descriptions, it should be remembered that they represent less than 1% of of the versions that have actually been taught in US/WC.

3. The section on'evolution' is designed to be read after completing the entire book and should serve as the main theme for the discussion which we are trying to initiate.

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FOREWORD

This publication is designed for discussion purposes and is specifically geared to those interested in providing access for working people to higher education, a higher education which is humanities based but not hostile to vocational and other needs of working adults.

The publication is divided into three sections: the first represent six years of experience in providing a bachelor's degree program for working adults in regard to curriculum content, pedagogy, delivery system, finance, and organization, and the current direction of synthesis and evolution of this experience. Over 14,000 working adults have registered in the program over these six years, some 400 will have received their degree by fall 1979. There is a high level of satisfaction with the degree and in addition the entire experiment (including the production of close to 1,000 broadcast TV half-hours) has been done out of tuition revenues alone. It is one of the major experiments in modern higher education. This report is based on my earlier Ford Study, the self study done by Eric Fenster, and the study by the program for the University's own internal evaluation done by Ted Kotila. The sub-section on Year IV and V and the Skills Lab are based on the work of Richard Place. George Colman and Harold Stack were primary sources on the Urban and Labor studies adaptation, respectively. André Furtado developed the section on the Jackson prison adaptation. While particular individuals have played an important role in the development of this report, it is the experience of the students and staff of the program who are the real authors of this experience.

The second section of this report deals with the Workers' Sabbatical. We believe that a movement for such a sabbatical is the 20th and 21st centuries' equivalent of the eight-hour day movement of the 19th and 20th century and the ancient biblical concept of the sabbatical. The essence of this movement is to turn the great productivity gains of the second industrial and knowledge revolution into fundamental social change capable of changing the current education-work-retirement life cycle, the barriers to education for working adults, and ability for citizens to take their role in democratic decision making based on knowledge of the issues which require more and more education and access to the facts. The Workers' Sabbatical is pragmatic for the short run, requires no new federal dollars, reduces current unemployment dramatically, while at the same time preparing modern society for a profound but peaceful transition to the future. The work of Jean Dietrich Rooney was most helpful in the preparation of this work.

The third and final section of this discussion report deals with the To Educate the People Consortium. This consortium is a coalition of higher education, organized labor and public television to disseminate and adapt the University Studies and Weekend College experience, nationally and internationally, and to bring it into meaningful contact with other important efforts at providing access to higher education for working adults. This is the vehicle for implementing the concepts and experiences reported in the previous two sections.

We hope that as you read this report that you will make notes and then write or call us about your thoughts and/or interests in this effort. We will be holding intensive discussions around this document (and your comments) with the people in the US/WC program in Detroit and with the consortial participants around the world. When these discussions congeal we will turn them into a more formal printed publication. Our approach is not that the University Studies and Weekend College experience is the only worthwhile higher education model for working adults. Our approach is that at this time our greatest contribution is the discussion of our concrete experiences and goals and by doing so enter into meaningful discussion with those who have similar goals but different experiences, and out of the resulting synthesis to achieve a major breakthrough in American higher education and society/culture as a whole.

We would like to thank the National Endowment for the Humanities for the grant which helped us write and produce the document and the consortium. The content and conclusions are of course our own and do not reflect a position of the National Endowment. We would also like to thank all of those who helped in this project and all who helped bring the US/WC program and the To Educate the People Consortium to life. Finally we would like to thank Lynne Standley and Eric Fenster, wihout whose untiring efforts this project would never have seen the light of day.

In closing we would also like to thank the many people from labor, public television, and the community at large who have been instrumental in the development and implementation of what we are describing. There can be no breakthrough in higher education for working adults without their commitment and participation.

Detroit
May '79

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Introduction

The University Studies/Weekend College Experience

The initial assumption upon which US/WC was based involved the double recognition that many working adults were interested in obtaining a higher education (and were not currently being served) and that higher education in the United States was faced with a shrinking potential in its normal post-high school constituency.

This program was formed as an experiment to reach working adults by means of a delivery system and curriculum which takes into account the rhythm of their lives. By combining television presentations with once a week workshops and conferences twice a quarter, the program tries to avoid both the smorgasbord nature of the current undergraduate curricula and to provide the student with a reasonable time frame for earning a degree. Often working adults who attend conventional university classes at night find themselves faced with what seems to be an interminable succession of academic quarters when they may be away from their homes and families for as many as four nights a week. It is little wonder that many become discouraged and drop out.

To counter the problem faced by the working adult, US/WC is based on the following innovations: 1) An educational delivery system which brings education to the student rather than bringing the student to education. 2) A curricular structure developed to fit the working student's learning processes.

Fundamental to this program is the idea that the working adult, because of life experience, is different from the just-out-of-high-school student. The adult university students present a special challange to the instructor. In response the US/WC faculty is urged to move away from the conventional academic tendency to teach a course rather than the student.

Many of our students enter the program fearing that they are not "college material" because they had not followed the conventional educational progression. It is incumbent upon the faculty to overcome these fears by presenting course material in a manner which is related to the student's experiental framework and to encourage in the classroom a community environment where the students can reinforce one another's education.

Generally, University Studies/Weekend College combines a number of different approaches to instruction which attempt to accomodate the space and time realities of the working adult without compromising the quality of education. Students are able to carry a full-time credit load and earn a bachelor's degree in four or five years.

The primary delivery system for the student's first 108 credit hours (quarter system) is an interrelated interdisciplinary twelve credit hour block. The typical student will register for a four hour television course, broadcast daily (Monday through Friday, with a Sunday replay) in half-hour segments throughout the quarter. In addition, the student attends a Workshop, a small (12-18 students) seminar/discussion which meets weekly near his or her home or place of employment. The third course which the typical US/WC students attends is an intensive conference type course which meets for two full weekends each quarter on campus. These three courses, of four credit hours each, are thematically interrelated.*

The television course provides a general overview of the concepts and facts of a particular quarter's subject matter. The undergraduate seminar (workshop) is used, in part, to clarify the concepts introduced on television and then to provide an opportunity for an in-depth study of one aspect of the quarter's subject theme. Finally, the conference provides students an opportunity to hear the views and debates of outside experts and faculty on the most current aspects of the subject theme.

The interdisciplinary humanities based, curriculum for the student's "Lower Division" is divided into three years (nine months each) 36 credit hours or nine courses each. While the student may start in any of these years, they usually start with the more socially related themes, which have as a result become Year I. Once the choice is made, the student is encouraged to complete the 36 hour sequence before moving on to the next subject area. For those wishing to continue for 12 months, there is a special version of the theory and method course, or what can be taken as electives during the summer.

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* Another inter-relational factor is that the same instructor is responsible for all three courses of the workshop group (12-18 students). A full time load is two such student groupings.

** For further detail on the history and theory of the US/WC model see: Frank Angelo and Otto Feinstein To Educate the People, Wayne State University-Center for Urban Studies, 1977.; and UNESCO, United States of America: Evaluation of Wayne State University's University Studies and Week-end College Programme, (P. Bertelsen, P. Fordham, and J. London) FMR/ED/SCM/77/176.

The remaining 72 credit hours are made up of 36 credit hours of electives and 36 credit hours of "Upper Division" work -- Theory and Method, and Advanced Studies. The student's final year focuses on the research and writing of a senior essay.

Along the way, the students are given ample opportunity to take specialized courses and to improve their skills in the Language Arts and Science/Mathematics.

The Pedagogic Functions of the Elements of the Delivery System

The function of television in US/WC is to provide basic information with a wide variety of interpretations by means that can reach a widely dispersed audience whose available listening time is equally uneven. Television speakers are chosen for their ability to provide specialized scholarship or interpretation based on unusual and valuable experience. The importance of the flexibility of the media and the availability of very specialized presentations makes television an ideal medium for education.

The important aspect of teaching the television course is the role of the series host (on camera instructor) who relates each daily program to an overall theme that is repeated and elaborated as the series develops. The host asks the questions of the visiting experts that students might be expected to ask, and pursues a difficult point until clarified sufficiently for the viewer who is new to a subject. In case of films or dramatic presentations it is the host who provides the educational continuity with the rest of the course.

In addition the student is provided with a study guide for the entire series that introduces each presentation with objectives for the show and a brief statement of the details that are covered. Discussion questions raise points from alternative perspectives, and a bibliography is provided should the student wish to pursue the topic further in the future. Examinations and field experiences for the television course are administered through the workshop instructor though recommended by the committee which produced the TV series.

In planning the format of a television series, several factors influence the decisions:

(1) Optimum teaching effectiveness: dictated by content and pedagogy;
(2) Providing continuity: content, approach, image;
(3) Opportunities/demands related to television production.

There are two sets of format to consider: a) the format of the series (including set, hosting, model). For both continuity and budgetary reasons, this remains fairly stable. (b) the format of each program. Choices are made for each show, in order to provide the best educational experience for the student. Content and instructors determine this. As classroom instructors, we often think in terms of ideas to convey and then think up visual aides to help in communicating ideas. At times, however, we have found it well to think in terms of potent images or experiences around which to build the conceptual materials. In this sense the TV course has educated us also. But in either case it is important to understand how the individual program fits into the whole series, the whole course.

The following are examples of formats for individual programs, articulated in terms of studio production. Remote (or on scene) shows have similar options given conditions and limitations of remote production. Examples are mentioned from various series done by US/WC, but those suggested are just a few of all available. You will notice, too, that often a show will incorporate more than one approach.

(1) Lecture

a. One person: conveying information, explaining theories, ideas, suggesting interpretations, etc. Visuals are aids: slides, charts, film clips, writing boards, etc. This may include voice-over visuals.

b. Two persons: similar to above. However, one person acts as foil, catalyst, clarifier, sets direction.

(2) Discussion

Two or more persons, exploring ideas, challenging debating, suggesting implications, making connections. Visuals may be used, as in the lecture approach.

(3) Exposition of primarily non-verbal materials

This involves a discussion, but showing paintings, photographs, playing music is central. Discussion elaborates on the relation of the materials to the central concerns of the course.

(4) Experiential

The point is to share some sort of experience. In one way, the resources of television can be used most fully in such a program, for the viewers' senses and emotions may be more engaged. Performances work well, as do personal "statements". However, since the program is to have more than gut effect, some reflection on the experience is important, either through discussion on the program or through supplementary materials.

(5) Combination

Most of the half-hour programs are actually a combination of the four approaches above.

Some considerations on form and content might be appropriate. Commercial television has taught all of us to experience images, and most of the time this means letting our minds idle. In doing television courses, it is easy to forget this "training" which most viewers have had and to try to pack a lot of information and material into 28 minutes. Rather than cramming everything we know about a topic into the 28 minutes, it works better to concentrate on some main ideas or themes and to construct the program around them.

There is a similar tension on the visual impact. As academics we tend to think in terms of loosely structured words, of discussion, of explanation. Television personnel are often concerned with the organized technical and visual aspects, on the Johnny Carson model. One the one hand we have the problem of the talking head. On the other hand attempts to take advantage of visual possibilities can undercut the educational process and content. Nor should it be forgotten that Walter Cronkite and Johnny Carson are basically talking heads.

The producers and instructors are constantly aware of the need to reiterate the central themes of the course, so there is a center or touchstone for each of the individual programs. While the course is by necessity fragmented (55 half-hour programs), what we can hope for are (1) a level of completeness in each segment; and (2) a cumulative effect over the entire series. There is a sense in which a series builds, so that the careful viewer receives more than the sum of 55 shows.

Of course the production of the course is hardly the end of this delivery system. Critical is the planning and production of readers and study guides.* What follows is a list of these currently available:

Culture, Community, and Identity Volume I, Volume 2, Guide	$15.00
Studies in Domestic and International Conflict - Book, Guide	$8.50
The Lives of Dr. Faustus	$6.00
American Mosaic	$2.25
Science and Ecology	$3.00
Changing Life on Earth	$8.00
Work and Society Book, Guide	$6.75
Varieties of Man and Society Book, Guide	$6.50
Play and Leisure Volume 1, Volume II, Guide	$15.25
Energy - TV Guide	$12.00
Values, Technology, and Society	$5.75

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* An excellent US/WC publication for both insight into the program and practical use is: Dave Hartman, Duke Helmrich, Marty Glaberman, and Ann Place, So, You Want to Publish a Reader: Tips for Publishing at US/WCP, USWCP 1977.

The conference course is, perhaps, the most demanding of our three part delivery system. It is physically tiring for both students and faculty to be involved in a concentrated learning experience for two consecutive eight-hour days; then to be required to return a few weeks later and repeat the process.

In general, the conference course represents an attempt to explore in-depth current problems related to the theme of inquiry in a particular quarter. The conference course includes lectures, panel discussions, and related films or dramatic presentations. Periodically during the weekend, the students will meet with their workshop instructors in small groups to discuss the materials presented. These workshop sessions provide the students with an opportunity to collectively analyse a problem and to clarify points of confusion or disagreement. Students are much more willing to share their ideas with a familiar group rather than in a large auditorium from a few hundred to a thousand students.

The US/WC faculty and staff are very aware that this method of instruction brings into play a law of diminishing intellectual returns as the day wears on. Even the best and most rested students can only concentrate for a limited period of time. To counter this tendency, the faculty carefully includes as much variety in format as possible without diminishing the intellectual objectives of each conference.

One means we have found to maintain student interest for a longer period of time is to run several simultaneous sessions, each exploring a different facet of the problem. Every student has the opportunity to attend a session which best reflects that student's area of interest. This, in turn, tends to make the conference workshops more interesting as the students discuss several perspectives of a particular problem.

On two occasions we have been able to put together an intricate collective bargaining simulation. In these instances, the students have been directly involved in role playing opposing sides negotiating a labor contract. It has proven to be a very successful means for understanding group behavior and conflict resolution techniques. Other formats, described below, have also been developed. They all require extensive faculty preparation and involvement. Readings, assignments, and examinations must also be built into this format.*

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* Another excellent US/WC publication for both insight into the program and practical use is :Marvin Bobes, David Bowen, Susan English, Pamela DeWeese, and David Hartman, How To Be Certain in an Uncertain Situation or Guidelines on Conference Planning, US/WCP 1977. Nearly each conference has its own reader, those available in quantity for use outside of Detroit are: Aging, Death and Dying ($6.50) and Food, Technology, and Society ($2.75).

The weekly workshop is crucial to curriculum delivery in the US/WCP. There are several reasons for this, some of them inherent in the structure of the curriculum, some of them evolving out of the "hidden curriculum" which is to say the rapport which develops between faculty and students in the workshop situation.

Because of the unique structure of the US/WCP curriculum, each instructor is responsible for assigning grades to all three courses taken by a student during a quarter in the Lower Division. That is, the instructor has grading responsibilities for the workshop course, the television course, and the conference course. While the workshop course is almost entirely the instructor's own in terms of format and content, the instructor must also watch television and attend the weekend conferences along with the students in order to provide instruction, administer and grade assignments in the latter two courses and also serve as a tutor/discussion leader for these. In particular, the workshop instructor is expected to devote about one of the five segments in each workshop period to a discussion of the previous week's television offerings. Moreover, discussion periods are held during the course of the weekend conferences during which the same instructor/tutor discusses the events at the conference with his students. Thus, despite the fact that many people are involved in delivering conferences and television in the US/WC program, the workshop instructor is the "real-world" contact for all of the three courses. The instructor's handling of the discussion and grading in these courses can materially contribute to their pedagogic success or failure.

That is, should the instructor disparage either of these courses by giving them short shrift students are unlikely to take them seriously. If the workshop instructor stresses and reinforces the importance and validity of the television and conference courses, students are most likely going to take them seriously. This requires a level of collegiality not too frequent in higher education.

The foregoing clearly relates to the concept of the "hidden curriculum" and its importance to the central role of the workshop in delivering curriculum in the US/WC model. Unlike most conventional classroom situations, instructors in our program often differ little from the students in terms of age, income, stage in the life-cycle, and so on. What instructors do have, that students do not, is a sophisticated educational background and a wealth of knowledge and experience in dealing with the world of ideas.

Workshops meet for 250 minutes either one morning, one afternoon, or one evening per week. These 250 minutes are divided into five units. After spending the requisite time discussing the television course, the instructor has roughly four class hours to spend with the students in a learning situation which he or she has the power to define. Given the elements of commonality in life situation mentioned above, the instructor has the enormous opportunity to develop a true rapport with the students. As they come to know, understand, and respect each other, much that is significant in any learning situation flows from the nature of this student-faculty interaction. This is not to say that meaningful learning experiences cannot and do not occur in other contexts; rather that when an instructor sits in a room with a dozen or eighteen students for more than four hours at a time and when the instructor and many of those students share similar life experiences, there is indeed a great potential for a rapport to develop.*

Out of this rapport an instructor can essentially take the students on a major intellectual journey. They will follow because of mutual respect and confidence and will at times take the lead when their experience and thought justifies it. This is the "hidden curriculum". It exists in any classroom, but in the US/WC program it can be and often is much more powerful in affecting the students' learning experience and overall impression of the quality of the Program. in many ways the WORKSHOP INSTRUCTOR IS THE KEYSTONE OF THE PROGRAM. As such, professional competence, ability to teach, conscientiousness, personal qualities, and sense of dedication become crucial in determining the effectiveness of the curriculum and the quality of the program.

The number of part-time to full-time faculty, faculty and staff morale, are thus much more important to the success of the curriculum and the program than they would be were the weekly workshop and the workshop instructor not so central to curriculum delivery in the US/WC program.

In the Upper Divisions (fourth and fifth years) the amount of time when the student and faculty member meet and the number of courses under the jurisdiction of one faculty member during a given quarter drastically declines, but the intensity of the relation increases. This is most obvious in the relationship between the student and the faculty supervisor in the Senior Eassy of the Advanced Studies Year. The relation is close to that of a graduate student and the Ph.D. supervisor. But the role of the faculty member in Theory and Method should not be minimized. The name of the course alone strikes terror in the heart of most of our students, and it is the instructor who helps them through this portal of intellectual self confidence.

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* A very helpful collection of teaching ideas for the workshop is Julie Thompson Klein, Pedagogium Vulgare: A Propaedeutic Potpourri Of Ponderous Persiflage, US/WC 1978.

The role of the Language and Science/Math Skills Lab, the elective courses, the student service and secretarial staff are also critical to the delivery system and will be discussed in a later section of this report.

The Curriculum as Evolved over the past Six Years

This is not an easy section to write. There are literally thousands of pages of original pedagogic thought and hundreds of discussion hours upon which this condensation is based. Nearly all of the television courses are now into the second cycle (a second series is being or has been produced to replace the original series made for the program). Over the five-year period some 150 conference courses have been organized, and over 1,000 different workshop courses. To really understand the US/WC program and how a humanities based curriculum has attracted, and then evolved, out of a relationship with over 14,000 working adults, would require a gigantic study. What we will do in this section is to give you an ordered, selected presentation, of where the curriculum is at this moment in time.

With the TV courses we will give a summary but complete run down, with the conference and workshop courses we will include a very limited sample of what is available. For those interested in greater detail the materials are on file in Detroit with the University Studies/Weekend College.

Table I on the opposite page is a graphic presentation of the curriculum as it is now. Transfer credit and personal situations which force a temporary discontinuity of study have created many exceptions to the rule of an orderly progression through the curriculum, but the materials we are here presenting should suffice to give an accurate representation of the program.

We will now proceed with the specific courses.

TABLE I: The US/WC Curricular Structure as Currently Evolved*

	Fall	Winter	Spring	Summer
Theme	Culture, Community, & Identity	Work, Labor and Society	Conflict Studies: Domestic & International	Varieties of Man and Societies
Year I	TV course 4cr/hr Workshop 4cr/hr Conference 4cr/hr	TV course 4cr/hr Workshop 4cr/hr Conference 4cr/hr	TV course 4cr/hr Workshop 4cr/hr Conference 4cr/hr	TV course 4cr/hr Workshop 4cr/hr Conference 4cr/hr
Theme	Quality of Life: Folk, Classical, & Mass Cultures	An American Mosaic the American Experience	Arts of the Imagination - Aesthetic Experience	Critical Perspectives on Every day Life
Year II	TV course 4cr/hr Workshop 4cr/hr Conference 4cr/hr	TV 4cr/hr Workshop 4cr/hr Conference 4cr/hr	Faust(TV) 4cr/hr Workshop 4cr/hr Conference 4cr/hr	Play+Leisure (TV) Workshop 4cr/hr Conference 4cr/hr
Theme	Values, Technology, and Society	Changing Life on Earth (Environment)	Energy + Society	
Year III	TV course 4cr/hr Workshop 4cr/hr Conference 4cr/hr	TV course 4cr/hr Workshop 4cr/hr Conference 4cr/hr	TV course 4cr/hr Workshop 4cr/hr Conference 4cr/hr	
Year IV	Theory + Method Workshop 4cr/hr Conference 4cr/hr Elective 4cr/hr	Theory + Method Workshop 4cr/hr Conference 4cr/hr Elective 4cr/hr	Theory + Method Workshop 4cr/hr Conference 4cr/hr Elective 4cr/hr	
Year V	Senior Essay 4cr/hr Elective 4cr/hr Elective 4cr/hr	Senior Essay 4cr/hr Elective 4cr/hr Elective 4cr/hr	Senior Essay 4cr/hr Elective 4cr/hr Elective 4cr/hr	

* The program can be completed in five years by attending fall, winter, and spring sessions, or in four years by attending three summers, which can be used for electives or for theory and method.

Introduction to the "Lower Division Curriculm"

The course description which follows for each quarter's work in the lower division sequence will emphasize the content of the television course. This is done, not because the television courses are more important than either the workshop or conference courses, but because the themes are central to each term's work. This centrality is a product of the simple fact that the television course is the same for all students for a given year and quarter. By contrast, workshop courses more closely reflect the interests and skill of individual instructors and the given group of students in the class. Consequently, the content of the television course should provide a reasonable example of the varieties of topics covered in workshop courses as well since many of these do "spin off" from topics or concepts raised on television. Similarly, conference courses also vary widely in content from term to term and year to year but reflect an attempt to explore in-depth topics relevant to the theme of a given term in any academic year.

From the foregoing it should be obvious that the television course is the core of the curriculum in the "Lower Division". However, the distinction should be made between a television theme as a curricular core and the workshop as critical part of the delivery system. It is at the workshop that the most meaningful instruction takes place.

Culture, Community, and Identity: An Ethnic Perspective

This course is often the first encountered by incoming students, since it is offered every Fall Quarter. It is a multi-disciplinary approach to explaining the concepts of culture, community, and identity in the social life of North America in particular. The course draws upon a large selection of disciplines -- anthropology, cultural geography, history, political science, social psychology, economics, philosophy, and others. In this case the television format provides the opportunity to present on-site case studies as well as consulting noted academics from various disciplines.

The course is based on the assumption that in order to understand American culture and society it is necessary to study the experiences of different groups currently making up the American populati[illegible] This necessitates a historic journey into the rural and urban past of the United States and most other regions of the world. As the course develops, the students are led to understand what it means to be human, to accept that difference is inherent in the cultural nature of the species and that brotherhood implies living with these differences, rather than suppressing some in the name of universality.

The course is based on the following objectives:

(1) To describe how various concepts of culture, community, and identity are used by academicians to examine and explain society, particularly American society;
(2) To explain what is meant by ethnicity and the reality from which the concept has emerged;
(3) To appraise how ethnicity, as a concept, aids in comparing various elements of American society;
(4) To compare and contrast group life among different ethnic populations;
(5) To describe how America was peopled by both forced and "voluntary" immigration and migration;
(6) To look at the role of various institutions in relation to the needs and aspirations of various ethnic groups;
(7) To learn about such processes as identity, group, and cultural formation;
(8) To interpret the implications of ethnicity in a complex urban society both in the U.S. and elsewhere.

The course is divided into four segments based lossely on the history of American development. First, some time is spent in discussing Native Americans and the impact of European expansion upon their lives. Second, the course moves to a conceptual discussion of culture, community, and identity. Third, a series of case studies of immigration and the influence upon the country and the immigrants. Finally, given the various of external and internal waves of people who have moved and continue to move in this society, the course is brought up to date with a discussion of communities and neighborhoods in American cities.

In order to fully round out the quarter there is usually one of the weekends of the conference course used to compare the ethnic situation in the U.S. with a similar situation in another country. The related workshop courses differ with each instructor. Some serve as a focal point for including and introducing psychology with a special emphasis on socialization, others as a general introduction to sociology with special attention to race relations, and so on.

CULTURE, COMMUNITY AND IDENTITY: AN ETHNIC PERSPECTIVE

Monday through Friday	6:00-6:30am	Channel 56 WTVS
Monday through Friday	6:00-6:30pm	Channel 56 WTVS
Sunday (Weekly Repeat)	9:30 to Noon	Channel 56 WTVS

1. Introduction: Outlines the basic concepts to be used. Introduces objectives and indicates the breadth of the perspective used in the series.

2. Native Populations in the New World: Part I: Explores concepts of culture, community and identity as they relate to native American populations.

3. Native Populations in the New World: Part II: Illustrates the variety of "Indian" populations and examines the nature of their social relationships.

4. The Impact of European Exploration and Conquest: Part I: Outlines the role of the French, British and Spanish in exploration and conquest of the continental U.S., i.e. when, why and where. Emphasis on different approaches to and treatment of native populations.

5. The Impact of European Exploration and Conquest: Part II: Explores the historical sequence of the impact of the European experience on native culture, economics, and politics. Special emphasis on use of Indians in European wars, fur trading, scalping, introduction of the horse, rifle, etc. Emphasis on cultural conflict and sharing.

6. Culture: Experience and Meaning: Part I: Explores what culture means and how it manifests itself. Emphasis is placed on the interaction of social relationships and experiences.

7. Culture: Experience and Meaning: Part II: An example of how one person's experiences, and their attached meaning, are important in shaping his world view.

8. Community: Shared Experience: Part I: Does community require face to face relationships? Is a community a network of relationships that are geographically and/or institutionally based? What are the ingredient or building blocks of community? Concentration on shared relationships and meanings.

9. Community: Shared Experience: Part II: Discussion of examples of community and how culture and community are overlapping concepts. Examples taken from Indian, Black and Southern White (Scotts-Irish) communities.

10. Identity:Acculturation-Assimilation-Marginality Part I: How a person sees himself in relation to a social context. Explores the process by which the individual moves from the primary kin group and community into the world of strangers. Defines Terms: acculturation, assimilation and marginality.

11. Identity: Acculturation-Assimilation-Marginality PartII: Details the effects of family and community culture on the formation of identity. Examines the effects of stereotyping. Explores the stages of marginality.

12. The Fallacy of the Concept of Race Part I: Outlines theories that have been attempted to explain race and why it is a limited concept.

13. The Fallacy of the Concept of Race Part II: An indepth discussion of the question of race, genetics, and I.Q.

14. Theories of Ethnicity Part I: Outlines the four basic theories: Anglo-conformity, the Melting Pot, Cultural Pluralism, and Cultural-Structural Pluralism. Details how these theories use the concepts of community, identity, and culture.

15. Theories of Ethnicity Part II: Explains American reality in terms of political, class and ethnic differences. Details the limits of current theories in explaining American society.

16. Peopling of America Part I: Shows the contrast between the "old" immigration and the "new". Defines the different categories of immigrants, contrasting the different periods by experience of passage and settlement.

17. Peopling of America Part II: The Irish as example of immigrants.

18. Scotch-Irish: The Migration Experience: Illustrates the migration beginning in Scotland, progressing to North Ireland to New Engalnd, Pennsylvania, the Carolinas and points west. The effects of the frontier experience on the Scotch Irish and the areas where they settled.

19. Scotch-Irish: Culture and Identity: Explains the development of culture and identity of the Scotch-Irish as they took roots in the South and Appalachia. Examines the ingredients of Scotch-Irish identity.

20. Farming the Heartland: The Scandinavians: The impact of Norwegian immigrants in the mideast; overview of Norwegian settlement patterns. Explores the experience of a family through three generations.

21. Farming the Heartland: The Germans: Illustrates German settlement by exploring the town of Frankenmuth (Mich.) Details community growth and establishment of institutions.

22. No Irish Need Apply: Part I: Examines the reasons for the massive emigration and the effect it had on cities in US. Analysis of the importance of Catholicism to social relations.

23. No Irish Need Apply: Part II: Reviews role of Irish in labor, church, and politics. Discrimination against them.

24. The Flood: Exodus from Southern and Eastern Europe Part I: Who came, from where, numbers, age. Emphasis on industrializationin America and the need for millions of unskilled workers.

25. The Flood: Exodus from Southern and Eastern Europe Part II: Examples of eastern European immigration. The life of a Jewish immigrant is told through film and slides.

26. Continuity and Transformation: The Jewish Experience: Cultural traditions and forms which have endured and modifications in new world.

27. Becoming Italian in America: The Italian immigration and experience in America.

28. From Peasant to Industrial Workers: East Europeans in America: Transformation from natural seasonal work cycle to the rigors of time clock, work shifts, etc. The daily cycle.

29. From Peasant to Industrial Workers: East Europeans in America: A Polish family makingtheir way in the U.S.

30. The Chinese Experience in America Part I: Reasons for early immigration and use of Chinese workers in U.S. Early ghettoization and discrimination against Chinese in American cities.

31. The Chinese Experience in America Part II: The Chinese experience in America.

32. The Chinese Experience in America Part III: Today

33. Afro-Americans: African Roots and the Slave Community: The importance of African roots and the slave experience in the building of the Afro-American Community.

34. Afro-Americans: Culture and Identity in PostSlavery America: The importance of culture in relation to personal and group identity. Early and more recent attempts to assert identity, individual and group.

35. Afro-Americans: Racism or Domestic Colonialism : Examines the concepts of racism and domestic colonialism in relation to the black experience in the U.S.

36. American Indians: The Reservation: The Federal Acts which led to the reservation system and its subsequent changes. Explores the role of Bureau of Indian Affairs, culture, and assimilation.

37. American Indians: In the City: American Indian migration into the city and impact on culture, community, and identity.

38. Mexican Americans and Migrant Labor: Agro-industrial need for workers; the life of migrant workers; how Mexican Americans have responded to employment and working conditions.

39. The Maintenance of Culture and Community: A Mexican American Example: Different types of Mexican American neighborhoods: migrant and industrial barrios, traditional barrios in the South-West. How neighborhoods function to maintain culture, community and identity.

40. Stereotypes: The Distorted Image: Mass media images projected of Germans, Italians, French, Irish, Russians, Chinese, Blacks 1870-1925.

41. American Reactions: Overview of instances of group conflict, discrimination, racism, and genocide.

42. The City: Examines the growth of the city since 1900 and shows the impact of population shifts from rural to urban, south to north.

43. Culture, Community and Identity: An Urban Case Study: A research study of Detroit's Cass Corridor highlights concepts of course.

44. Immigration Today: The Chaldeans: The different waves of Chaldeans and resultant community patterns.

45. Immigration Today: The Yemenis: Contrasted to Chaldeans; emphasizes male immigration, remittances, return to homeland, nature of work, kind of jobs, and basis for community.

46. Immigration Today: The Puerto Ricans: Illustrates the impact of P.R. immigration to the U.S. Using a neighborhood in New York City as an example.

47. Community Formation and Maintenance: Work Patterns: Why do certain groups predominate certain industries and jobs ? Discusses ethnic job succession, employment pyramid in U.S.

48. Community Formation and Maintenance: The Role of Work: Examines importance of work to community and what happens when the quality or quantity of work changes.

49. Community Formation and Maintenance: Ethnic Institutions: Function of fraternal societies, language press, bars, restaurants, cultural clubs, singing societies and benevolent associations.

50. Community Formation and Maintenance: The Religious Imperative I: The importance of religious institutions in community formation and maintenance,its role in group formation and identity.

51. Community Formation and Maintenance: The Religious Imperative II: Importance of religious institutions to community viability.

52. From Rural Village to Urban Neighborhood: Delray: A seventy-five year overview of urban ethnic change - shops, homes, churches, schools, and industry.

53. Urban Renewal: Community Destruction or Creation: explores the destruction of a neighborhood effect on physical and human environment.

54. The Neighborhood: Patterns of Change: natural processes of neighborhood change; movement of people and institutions, port of entry, suburbs, etc.

55. Family Life: Illustrates the major points of the course by the creation of a family history.

This course has a study guide: David Hartman, Karen Kleinow, and Victor Jiompkowski, Culture, Community and Identity: Study Guide, 1977

AND a two Volume Reader: Judith Gardner and Richard McMann (editors)
Culture, Community, and Identity: Concepts and Issues, US/WC 1977 (Vol I)
Judith Gardner and Richard McMann (editors)
Culture, Community, and Identity: Case Studies, US/WC, 1977 (Vol II)

The Study Guide lists each program's objectives, reviews the main themes, and presents study questions and related readings.

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Ethnicity and Class in the Development of the UAW: A Case Study Based on Literature — Sandra Loehr 259
The Role of Institutional Expansion — D. Hartman and B. Thompson 273

Assignments: The readings in the two volumes and the study guide are assigned on a ten week basis. The written assignments vary but one format has been a short paper every two weeks, which is rewritten till it satisfies the student and the faculty member. This is done as an entering writing assessment, as most students enter the program by means of this course. The assignment themes are:

(1) Do your family tree, with emphasis on why people moved;
(2) Add the dimension of what kind of work they had, how they found it, how long they kept it;
(3) Describe an important holiday for your family - the symbols and patterns of social inter-action;
(4) Analyse the ethnic composition of your block or neighborhood. Who visits with whom ?
(5) Review and grade the TV course and the readers.

Conference Course
October 30-31, 1976
November 13-14, 1976

Community, Culture, Identity
Community and Identity in Crisis

LECTURES

"Community and Identity In Crisis"	Prof. H. Merrill Jackson (US/WC)
"The Social Context of the Disintegration"	Prof. Robert K. Thomas (US/WC)
"A Fon Village in Dahomey: An Example of Integrated Community and Identity"	Prof. Geurin C. Montilus (US/WC)
"Transition in American Indian Communities"	Dr. Samuel Stanley (Smithsonian)
"What Culture Means in Today's Fractionized Community"	Prof. Roger Abrams (UofTexas)*
"Is There Community in the United States"	Prof. John Svwed (Univ of Penn)
"Environment and the Self"	Prof. Joseph Grange (U of Maine)*
"Blue Collar Traditions in the Setting of the Larger Society"	Dr. Archie Green (Am Folklore Soc)
"Black Language: A Survival Tool"	Prof. Orland Taylor (Howard U)
"Survival in the City: The Self-Help Movement"	Leonard Borman (Northwestern)

* Fellows, National Humanities Institute, University of Chicago.

FILMS

The Hunters
North American Indians
Mean Street
Cool World
A Thousand Clowns
Saturday Night and Sunday Morning
Black Music in America - From Then Til Now
Campamento

PERFORMANCE

The Sunnysiders

READINGS

Maurice Stein, The Eclipse of Community

Lectures and films were followed by workshops and in some cases panel discussions between various lecturers.

Conference Course

October 21-22, 1978
November 11-12, 1978

Community, Culture, Identity

Ethnicity, Nationalism, and
Integration: US and USSR

LECTURES

"The Peoples of the USSR-An Ethno-Geographic Overview"	Prof. Fred Wacker (US/WC)
"Economic and Political Forces in Post-Revolution Soviet History"	Prof. David Levey (US/WC)
"National and Ethnic Minorities in the USSR"	Prof. Roman Szporluk (UofMichigan)
"The Ukraine and the Western Union Republics"	Prof. Roman Szporluk (UofMichigan)
"The Jews in the Soviet Union: Then and Now"	Prof. Zvi Gitelman (UofMichigan)
"The History of the Official Nationalities	Prof. Ronald Suny (Oberlin)
Policy in Relation to Marxist-Leninist Ideology"	Prof. Suny (Oberlin)
"Soviet Georgia: Case Study of Nationality Conflict"	
"Integration or Disintegration in the Soviet Union"	Panel with all above
"Dominated and Enclaved Peoples"	Prof. Robert K. Thomas (US/WC)
"American Indians"	Prof. Arthur Elliot (Sault SteMarie)
"Mexican Americans"	Prof. G. Salas (Michigan State U) Prof. Hector Marroquin (Houston)
"Black Americans"	Dr. Clarence Wills (Mich Dept of Ed)
"Appalachians"	Frank Barna (Garden City)
"The Amish and Mennonites"	Trudy Huntington (U of Michigan)
"Regionalism and Integration in the U.S.A."	D. Levey and P. Friedlander (US/WC)
"Integration in the Modern State"	Panel Discussion

All the sessions were followed by workshops, and all the films were also followed by panels and discussed in workshops.

FILMS

The New Russia
The Fixer
"What If the Dream Comes True"

READINGS

Robert K. Thomas "Dominated and Enclaved Peoples" and select others.

Workshop Course | Community, Culture, Identity

Fall, 1978 | Prof. William M. Jordan

This workshop will be directed toward an interdisciplinary conceptual role of ethnicity, culture and social institutions in the development of cities. Specific focus will be placed on the structure and function of the neighborhood, the community and the city. The inter-relatedness of various ethnic groups and institutions will be explored with special emphasis on the social processes inherent in the urban environment.

Against this conceptual background the settlement and expansion of Detroit by immigrants and migrants will be used as prime case illustrations. These groups will be examined in the context of community solidarity, urban socialization-assimilation, ethnic life styles, and stratification.

Special assignments involving issues pertinent to the general focus of the workshop and of interest to individual students will be made. The student will survey conceptual and practical aspects of his/her assignment for workshop analysis and discussion.

All students will be held responsible for assigned readings from the basic text and other source materials. Other course requirements will include written presentations, periodic quizzes, workshop attendance and meaningful participation.

REQUIRED TEXT

David A. Karp, Gregory P. Stone, and William C. Yoels, Being Urban, Lexington, Mass D.C. Heath and Co., 1977.

Robert Perrucci, Dean Knudson, and Russel R. Hamby Sociology: Basic Structures and Processes, Dubuque: William Brown 1977.

References: TV readers, and David Hartman (ed.) Immigrants and Migrants, 1974.

GRADING

The final grade for this workshop will be determined on the basis of (1) student attendance and meaningful workshop participation, (2) test scores on tests given during the workshop sessions and (3) written assignments.

Weight assigned to the above is as follows:
(1) equals 50%
(2) equals 20%
(3) equals 30%

In addition the students received a weekly reading assignment sheet for the 11 weeks, a two page document ("Introduction to Urban Studies") used to explain how to read and take notes, a style sheet, "Understanding Plagiarism" "How to Outline and Idea" with a 12 page article to try it on, and the materials for the TV and Conference courses.

Workshop Course — Community, Culture, Identity

Fall, 1975 — Prof. Sylvia Forte

The workshop course explores various political concepts believed to be the roots of American political thought and follows the development and institutionalization of these concepts. Emphasis is placed on the political concepts' impact on today's society; also, on the purposes and goals of such concepts as tolerance, pluralism, factions and dissent. The ideas of "the melting pot", civil rights, organized groups and assimilation-acculturation are then tied-in with the basic political concepts of tolerance, pluralism and dissent.

REQUIRED READINGS:

Philip Abbot and Michael P. Riccards (eds.) Reflections In American Political Thought (at Bookstore)
Robert Paul Wolff, A Critique of Pure Tolerance (On Reserve)
Edmund S. Morgan, Purtian Political Ideas (On Reserve)

REQUIREMENTS:

1. Mid-term: take home essay questions 5-7 pages
2. Book Critique: one of the following 7-10 pgs.

Alexis De Tocqueville	Democracy in America
Claude Brown	Manchild in the Promised Land
Edward Bellamy	The Duke of Stockbridge
Edward Bellamy	Equality
Harriette Arnow	The Dollmaker
Gunnar Myrdal	An American Dilemma

The critique should include an analysis of the following:
(a) The particular political thought expressed in the books.
(b) The political, social, economic, cultural impact of these political concepts on the society presented in the book.

3. Final Exam

Also handed out was a two page list of additional readings.

Workshop Course — Community, Culture, Identity

Fall 1974 — Prof. Mary Robischon

Books to buy:

Harbert J. Gans, The Urban Villagers: Group and Class in the Life of Italian-Americans (Free Press $2.95)
Nathan Glazer and Daniel P. Moynihan, Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City (2nd ed MIT Press $1,95)
Michael Gold Jews Without Money (Avon, 95¢)
Maya Angelou I Know Why the Caged Bird Sings (Bantam, $1.25)

Course Requirements:

First, to participate in weekly discussions of assigned readings and problems. Each week a problem drawn from our readings will be given in advance to persons who will be responsible for explaining their own resolution. All are expected to participate and the final grade will depend as much on oral participation as on written work.

Second, you will write a mid-term and a final exam in class. You will be informed in advance when and what you will write about. In addition, there will be periodic writing assignments.

Finally, the grade will be based 50% on weekly participation in discussions and 50% on the examinations and writings.

Schedule of Assignments:

Week I:	Introduction to the Course
Week II-IV:	Discussions related to The Urban Villagers
Week V:	Exams for TV course and workshop
Week VI-VIII:	Discussions related to Beyond the Melting Pot
Week IX	Discussions related to Jews Without Money
Week X	Discussions related to I Know Why the Caged Bird Sings
Week XI:	Summary discussion of all topics & final exam.

Films will be used to supplement or illustrate the problems listed.

Work, Labor and Society

This is the Winter quarter theme and the title of the television course. Like the other television courses, it is interdisciplinary in nature and broad in scope, dealing with various aspects of the world of work. Beginning with a comparative approach, the course examines the nature of work in various types of societies, spanning world history and geography. The students then look more specifically at the evolution of the nature of work in contemporary America, attending to slavery, commercial capitalism, industrial capitalism, and finally the history of the American labor movement. The course concludes with an assessment of the problems faced by workers in contemporary society -- the factory and the corporate bureaucracy.

In a course such as this, where the subject matter is conceptually rich and varied, the emphasis focuses on giving a sense of place in contemporary society to students who are in a position to know, first hand aspects of the nature of modern economic society. Moreover, they are able to assess their own position within it.

Since the television course is a fixed reference point for most students, the Conference and Workshop courses deal with aspects of the work of world ignored or only touched upon in the television course. For example, conferences have been organized around such themes as the crisis of the economy, inflation, the role of labor unions in contemporary America, international trade and multi-national corporations. Workshop courses vary even more, owing to the different interests and skills of the faculty; these too deal with one or another aspect of the world of work.

Students who experience the battery of three courses organized around the theme of work and society can be expected to understand the origins of many of the economic and social problems afflicting working people today, both in the United State and abroad. A further understanding of the economic system and institutional structures is a major aim of this course. Some of the students display the ability to develop new syntheses concerning the economic role in contemporary society. In many cases this is intellectually rewarding and enlightening, although not necessarily heartwarming.

WORK, LABOR AND SOCIETY

TV Course

Monday through Friday	6:30-7:00 am Channel 56
Monday through Friday	6:00-6:30 pm Channel 56
Sunday (Repeat)	7:00-9:30 am Channel 56

Introduction - Visions of Work
Tribal Society Part I
Tribal Society Part II
Peasant Society - Asia
Peasant Society - Medieval Europe

The Emergence of Commercial Capitalism
Plantation Agriculture & The Slave System
Capitalism, Science, and the Enlightenment
The Craftsman and the Changing Structure of Work
Moral Economics and the Work Ethic

Factory and Machine
The New Industrial Society
The Rise of Industrial America
The Revolt Against Industrialization
The Mentality of 19th Century Capitalism

World Market and Cultural Contact
The Effects of the Market System
The European Labor Movement - Reform or Revolution
New Technologies - From Scientific Management to Automation
New Workers - Formation of the U.S. Work Force

New Workers - The Move North - "Inez"
New Workers - The Move North - A new kind of Blues
Nineteenth Century Roots
The Labor Movement Part I
The Labor Movement Part II

Formation of a UAW local
The Failure of Labor Radicalism
The Fifties and the Myth of the Happy Worker
Strategies Today - Collective Bargaining
Strategies Today - Help from the Outside

Strategies Today - Boycotts
Strategies Today - Politics
Work and Society in the U.S.
Inside the Factory Part I
Inside the Factory Part II

Expectations vs Mobility
Work and Identity
Sources of Stress - Race and Ethnicity Part I
Race and Ethnicity Part II
Race and Ethnicity Part III

Sources of Stress - Women in the Labor Movement - 1930's
Women in the Labor Mvmt- 1970's
Sources of Stress - Generational
Sources of Stress - Tedium
Sources of Stress - The Machine

Meaning and Worker Satisfaction
Manipulating the Work Situation European Experiment
The Japanese Way
The Chinese Way
Industrial Democracy - The Harman Experiment

A Management View of the Work Ethic
A Labor View of the Work Ethic
An American Revolution ?
Multi-National Corporations
Full Employment - The Framework for Reform ?

The course has a study guide and a reader.

WORK, LABOR AND SOCIETY **TV Course**

Reader

Work and Society editors Mary M. Robischon, Bruce C. Levine, and Martin Glaberman

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Study Guide: Johnson, Petit, Jiompkowski, Work and Society Television Study Guide.

Conference Course — Work, Labor, and Society

February 22-23, 1975
March 1-2, 1975

"The Changing Nature of Work"

This conference will focus on the evolution of work patterns, and attitudes toward work, as they have developed through human history. Key is the idea that work has not always been what it is today and has not always been seen as a separate part of existence. For hunting and gathering peoples, for instance, work was an integral part of their world view and was not seen as a separate activity. The industrial revolution and bureaucratization of the social and economic system have, however, changed all of this. Work is now something that you do, that is essential to your survival, and is seen as a separate activity in a day's life. There are profound reasons for this changing nature of work and these reasons will be part of the topic of discussion. The impact of industrialization on indigenous peoples is also examined as it relates to our "need" to expand America's version of the good life.

Readings:

Robert Redfield	The Folk Society (50¢)
Jurgen Kuczynsky	The Rise of the Working Class ($2.25)
Max Weber	"The Ideal Type of Bureaucracy"
Elting E. Morison	"Gunfire at Sea."
Elting E. Morison	"Data Processing in a Bureau Drawer"
Agis Salpukas	"Work Democracy Tested in Scandinavian Job Reform Effort"
Agis Salpukas	"Unions: A New Role ?"

Evaluation:

An exam will be administered based on the content of the lectures, films, and readings.

Lectures:

"The Ideal Type Peasant Based Society"	Otto Feinstein (WSU)
"Tribal Peoples"	David Hartman and R.K.Thomas(US/WC)
"From Peasant to Proletariat"	Mary Robischon (US/WC)
"The Nature of Bureaucracy"	Alfred Feinstein (US/WC)
"Bureaucracy and the Survival of the Family"	Sandor Agocs(US/WC)
"The Corporate State in America"	Daniel Fusfeld (UofMich)
"Labor, Government and Community Organization in Bureaucratic Society"	Jack Conway
"The UAW Then and Now"	Marcellius Ivory
"Major Issues for Workers Today"	Panel and M. Slobin
"Changes in Workers' Attitudes: Recent Studies"	Don Warren (Oakland U)
"Changing Work Structures"	Panel and A. Salpukas
"A New Role for Higher Education"	Otto Feinstein (WSU)

Films: The Hunters, The Dispossessed, The Corporation, They Want to Make Work More Human Again, Modern Times, Joe Hill,

Conference Course

February 11-12,1978
February 25-26,1978

Work,Labor and Society

"Problems in Work and Labor:
Historical, Economic,
Contemporary"

LECTURES

"Workers Response to Technical Change - An Historical Overview: 18th Century"	Mary Robischon (US/WC) Ted Kotila (US/WC)
"Development of Factory Work in 19th Century America"	Ross Thomson (New School)
"Comparison of Work and Labor Realities in the U.S. and USSR"	Beatriz Mans (US/WC) David Levey (US/WC)
"Workers Response to Technical Change: 19th and 20th Century"	Chris Johnson (WSU-History) Martin Glaberman (US/WC)
"Humanization of the Work Place - QWL"	Zigmund Boytor (US/WC)
"Alternative Approaches to the Current Crisis in the U.S. Economy"	David Levey (US/WC)
"Unemployment and Poverty"	Martin Glaberman (US/WC) and Sheldon Friedman (UAW-Research)
"Imports, Foreign Investment and Protectionism"	David Levey (US/WC) Lee Price (UofMichigan)
"The Coal Miners' Strike"	Bill Bryant (UMine Workers)
"Historical Roots of the Crisis in Trade Unionsim: Technology, Management and the Work Process"	Peter Friedlander (US/WC) John Lippert
"Inflation, Productivity and the Wage-Price Nexus"	Daniel Luria (UAW Research) Norman Bowers (Okaland University)
"Where is the Economy Going"	Pannel Discussion

FILM: "The Working Class Goes To Heaven"

READINGS: Walter Heller, The Economy
U.R.P.E. U.S. Capitalism in Crisis

Conference Course; Reader — Work, Labor, and Society

For Winter 1976 - UAW Module

American Labor and American Institutions edited by Sandra Loehr (US/WC)

LABOR AND POLITICS - THE ELECTORAL PROCESS

Introductory Essay	by Sandra Loehr	i-viii
Union Political Activity Spans 230 years of U.S. History	by AFL-CIO	1
Voluntarism: The Political Function of an Anti-Political Doctrine	by Michael Rogin	7
The Socialist Party and American Unionism	by Murray Seidler	17
Labor Under the New Deal and The New Frontier	by Francis Perkins	32
The Organized Labor Bureaucracy As a Base of the Democratic Party	by Nichols A. Masters	41
The AFL-CIO Program - 1972		48
Trends in Labor Union Voting Behavior 1948-68	by Arthur C Wolfe	53
Questions for Study and Discussion		63

LABOR, LEGISLATION AND PUBLIC OPINION

Summary of Labor Essentials	by UAW Education Dpt	64
Labor Filibuster Ended	UPI	71
Lobbyists; The Wasted Profession	by Heinz Eulau	72
Washington Money-Go-Round	Newsweek	78
The Public Relations of Organized Labor	by Gerald Pomper	82
Public Opinion, Labor, and The Clayton Act	by Robert K. Murray	89
Questions for Study and Discussion		97

LABOR AND ECONOMICS

The Economic Effects of Unionism	by George H. Hildebrand	98
The New Keynesians Have a New Prescription	Business Week	122
The Impact of Unions on the Level of Wages	by Clark Kerr	126
Inflation May Spark Wage Explosion	by Ralph Orr	134
Imports and Unemployment	by William Bywater	137
Labor and U.S. Foreign Policy: A House Divided	by A. Hero Jr & E. Starr	144
Questions for Study and Discussions		148

LABOR AND EDUCATION

Labor's Fight for Public Education	by UAW Educ. Dept.	149
What's Wrong With Workers Education	by S. Lynn and A. Nash	154
Study Finds that Many in U.S. Can't Get By	by William Vance	161
America's Young Workers Preliminary Recommendations for Action		163
The Vocational School Privateers	by Peter and J. Seldin	168
Today's Revolution: A Political Analysis of Higher Education	by Theodore Lowi	171
Personal Development and Man in Technocratic Society Anachronism ?	By M.A.Chard and E.DuBois	184
Questions for Study and Discussion		187

APPENDIX: Tentative Conference Schedule; Map of Conference Area
List of Restaurants

Workshop Course | Work, Labor and Society

Winter, 1978 | Prof. Ted Kotila

Assigned Texts

T.V. Course -- Robischon, Levine, and Glaberman (eds.) Work and Society
Johnson, Petit, and Jiompkowski Work and Society: TV Guide

Workshop Course -- Heilbroner, Making of Economic Society

Conference Course -- Feb 11-12 and Feb 25-26; Readings to be assigned

Assignments

Jan 9-13 TV Content Work in tribal and peasant societies, how it is perceived in the different societies.
TV Readings Part I, Intro, Chpts 1-4: The rise of capitalism, a preview of Marxist reaction, colonialism, slave trade.
Workshop Reading Heilbroner Chpts 1-2. Introduction to basic economic concepts -- scarcity, production, distribution, pre-market economics.

Jan 16-20 TV Content Emergence of commercial capitalism and promotion of slave labor. Capitalism as reflected change in western world views, producing changes in the organization of work and the development of the work ethic.
TV Readings Part I Chpts 5,6,7. Factory discipline, popular reaction, impact on women.
Workshop Reading Heilbroner Chpt 3. Emergence of the market system, the factors of production, competition, theory of the market mechanism.

Jan 23-27 TV Content Machine development and conditions in the early factories. Economic growth in the U.S. Revolts against the new factory system and the victory of 19th Century capitalist mentality.
TV Readings Part I Chprs 8,9. Introduction to class distinction andbourgeoisie and working class, Marx's view of workers' alienation.
Workshop Reading Heilbroner Chpt 4, Theory and practice of the Industrial Revolution. Guest lecturer from Technocracy Inc.

Jan 30-3 TV Content Development of world wide markets and economic imperialism. Development of organized labor in response to technological change.
TV Readings Chpts 10-13 The emergence of an American labor movement. The transformation of mercantile to industrial capitalism.
Workshop Reading Heilbroner Chpt 5 Impact of industrial technology. Guest lecturer from Technocracy Inc.

Feb 6-10 TV Content Impact of internal migration in response to industrialization. Further development of organized labor.

	TV Reading Chpts 14-20. Documentation of the human cost of factory work. Organized labor in the South. Workshop Reading Heilbroner Chpt 5 cont'd. Theory of changing market structure. CONFERENCE I -- FEBRUARY 11-12
Feb 13-17	TV Content Modern experience of organized labor and the failure of labor radicalism. TV Reading Chpts 21-24 Organized labor in basic industries,impact of immigration, some key strikes. MID-TERM Workshop Reading Heilbroner Chpt 6 The Great Depression, its causes and consequences.
Feb 20-24	TV Content Boycotts, political pressure. An introduction to the continuing problems of the world of work. TV Reading Part III intro, Chpts 25,28,31. The modern American economy, leadership in the labor movement. Workshop Reading Heilbroner Chpt 6 cont. Impact of the New Deal on the American economy. CONFERENCE II -- FEBRUARY 25-26
Feb 27-3	TV Content Workers identity and expectations. Racial stress in the work force. TV Reading Chpts 26,27,29. Contemporary problems of the American worker, the new working class, modern capitalism. Workshop Reading Heilbroner Chpt 7. Modern economic problems and the European experience.
Mar 6-10	TV Content Women in the labor force, generational differences, tedium, and the machine as the source of stress. TV Reading Chpt 30. Recent history of women in the work force. Workshop Reading Heilbroner Chpt 7 cont. Planned economy in the Soviet Union and the economic problems of the underdeveloped.
Mar 13-17	TV Content Several different experiments and experiences designed to increase worker satisfaction. TV Reading Chpt 32. Continuing problems of the worker in a modern specialized capitalistic system. Workshop Reading Heilbroner Chpt 8. The Stages of Economic development.
Mar 20	Final Examination

Workshop Course

Work, Labor and Society

Winter 1977

Required Books

By the Sweat of Thy Brow, M. Kranzberg and J. Gies, 1975

The Working Class Majority, A. Levinson, 1974

These books are for the workshop course only. Other readings are required for the TV and conference courses. The specific reading assignments for the two books are below.

Week of:		
January 10-14	I. Introduction	
January 17-23	II. By The Sweat of Thy Brow,	Chapters 1, 7, 8, 9
January 24-30	III. "	10, 11, 12,13,14
January 31-6	IV. "	16,17,18
February 7-13	V. "	19,20,21
February 14-20	VI. Mid Semester Exam	
February 21-27	VII. The Working Class Majority,	Preface and Chapter 1
February 28-6	VIII. "	Chapters 2,3,
March 7-13	IX. "	Chapters 4,5,
March 14-20	X. "	Chapter 6
March 21-28	XI. Final Exam (to be distributed the week of March 7th and returned the week of March 21)	

The grade for the workshop will be determined in the following manner:

70% written work
30% class participation

CONFERENCE DATES:			
	January 29-30	9am to 6pm	General Lectures Bldg
	February12-13	9am to 6pm	" " "

Workshop Course Work, Labor and Society

Winter 1975 J. Coppess

Labor is obviously an important and political force in American society. The discussions in this workshop are meant to examine the impact of workers on society and the power wielded by the labor movement. The discussions center mainly on organized labor and strike activities because these are some of the clearest expressions of labor's power. Some time will be spent discussing various ideologies within the labor movement. The topics and readings are historical, and the discussions will be on economic, social, and political issues.

Jan 21	Introduction- Discussion of Labor history as a field of study. Brief lecture and discussion on the material students were to have read to date, i.e. labor from colonial times through Reconstruction.
Jan 28	1877 Railroad Strike - discussion of the Depression of 1873, its effects on workers, and of the organizational form of the strike; relations between the strikers and troops. Reading - Strike ! Ch. 1.
Feb 4	Knights of Labor and the AFL- Discussion will center on the eight hour movement and on reform vs. "pure & simple" unionsim. Reading - Strike ! Ch.2 and Gerald Grob, "Conflict: Reform vs Trade Unionsim 1878-86" Workers and Utopia, Ch. 6.
Feb 11	Socialists and Syndicalists in the American Labor Movement - Reading - Sidney Lens "socialists and Wobblies" Left, Right, and Center Ch. 8, selection 9-11 in American Labor: The 20th Century.
Feb 18	Labor in American Political Development- Revolution and the Civil War. Reading-Jesse Lemisch"Jack Tar in the Streets", William and Mary Quarterly, 1968 , and WEB DuBois "The General Strike" Black Reconstruction in America, 1860-80, Ch.4.
Feb 25	Immigration and Labor - Reading- Herbert G. Gutman, "Work,Culture, and Society in Industrializing America 1815-1819" AmHistRev june '73.
Mar 3	WWI, the 1919 Strikewave, the Reaction of the 1920's- Strike Ch. 4
Mar 11	The UAW and the Industrial Union Movement of the 1930's, How it was organized, incl specific locals and comparison with today. Readings M. Kemption "Fathers and Sons" Part of Our Time;Strike Ch 9.
Mar 18	Final exam

Students will do three short papers and a final exam.

Studies in Domestic and International Conflict

This is a multi-disciplinary exploration in the nature of conflict in all human settings. Employing concepts developed by biologists, anthropologists, psychologists, historians, sociologists, political scientists, economists, we try to understand the origins, processes, and resolution techniques of this most pervasive of human conditions.

Subjects as diverse as conflict with the family and conflict between the super-powers are discussed. An effort is made to show the similarity between types of conflict. We start from a microcosmic approach looking at interpersonal conflict and at the nature of human aggression. From interpersonal conflict we move to intrasocial conflict, criminal behavior, and racism. It then moves on to revolution, including the role of ideologies, an ingredient tied to large scale conflict in the modern world. Case studies are used extensively, allowing the focusing on a limited number of selected examples. The last major section of the course concentrates on the nature of inter-state warfare in the 20th Century concentrating on causes and characteristics of modern warfare. Finally we conclude with a somewhat optimistic look to the future of war and peace by Karl Deutsch.

The workshops differ with each instructor and the conferences tend to concentrate on one specific area of conflict.

The TV Course

Spring 1978

Introduction to the Nature of Conflict
Theories of Conflict
Biological Perspectives of Conflict I
Biological Perspectives of Conflict II
Cross Cultural Perspectives I
Cross Cultural Perspectives II
Psychology of Human Conflict I
Psychology of Human Conflict II
Human Learning and Conflict
Socialization Processes and Conflict

Psychological Effects of Conflict I
Psychological Effects of Conflict II
Interpersonal Conflict: The Family I
Interpersonal Conflict: The Family II
Interpersonal Confl: Women's Movement
Resolution Techniques in Interpersonal
Resolution Techniques in Interpersonal
Conflict and Society: Criminal Behavior
Conflict and Society: Organized Crime
Conflict and Society: Violent Crime

Conflict and Society: Prisons I
Courts and Institutions II
The Nature of Communal Conflict
Racial Conflict in the US I
Racial Conflict in the US II
Racial Conflict in the US III
Defusing Racial Conflict
The Nature of Revolution
Case Studies: French Revolution I
Case Studies: French Revolution II
Ideology and Revolution
Case Studies: Russian Revolution I
Case Studies: Russian Revolution II
Case Studies: Chinese Revolution I
Case Studies: Chinese Revolution II

Revolution in the Contemporary world
Paris Uprising of 1968
Nature of Conflict Between States
Essay on War
Origins of World War I
World War I

Origins of World War II
World War II
Mobilizing Societies for War: Propaganda
Reappraisal of the Century of Total War
Vietnam (I)
Vietnam (II)
Future of Interstate Conflict I
Future of Interstate Conflict II
Conflict Overview
Case Studies in Communal Conflict-Lebanon
Case Studies in Communal Conflict-Canada
Conflict Overview
Conflict Overview
Conflict Overview

A detailed TV study guide is part of this course. It includes summaries of the presentations, charts and tables, study questions, bio's on the guest or resource persons, a glossary, and suggested readings related to each of the 55 programs.

The reader for the TV course is Theodore Kotila, Karen Noelle Clark, and Gordon A. Hinzmann, Jr. (eds.) Studies in Domestic and International Conflict. The following is the TABLE OF CONTENTS:

Preface v

INTRODUCTION

Violence and the Social Order — Mel Ravitz 3
The Analysis of Conflict — Ross Stagner 10

BIOLOGICAL PERSPECTIVES ON CONFLICT

Animal Aggression and Its Implications — Herbert Friedmann 31

CROSS-CULTURAL PERSPECTIVES ON CONFLICT

Ritual and Intergroup Murder: Comments on War, Primitive and Modern — John G Kennedy 51

PSYCHOLOGY OF HUMAN CONFLICT

Is Aggression an Instinct — Anthony Storr 77
Aggression in Social Structure — Anthony Storr 84
The Course of the Development of Violence in Young Children — Esther D. Callard 91
Loss of Alternative Modes of Being: Suicide — Floyd L Ruch, Phil. G. Zimbardo 104

INTERPERSONAL CONFLICT

Untying the Family — Bruno Bettelheim 113
Family Conflict: Its Personal and Community Impact — Emily H. Mudd 121
Profile of Women's Issues — Anonymous 145
Why Intimates Must Fight — G.R.Bach and P. Wyden 151

CONFLICT AND SOCIETY		
The Nonsystem of Criminal Justice	Daniel Freed	167
Restructuring the Nonsystem of Criminal Justice	Harry G. Mellman	185
COMMUNAL CONFLICT		
The Roots of Racism	Reginald Wilson	195
The Lebanese Civil War	Laurel D. Mailloux	203
REVOLUTION		
The French Revolution and the European Reaction	Norman Hampson	227
The Ideology of Revolution	C.Leiden and K.M.Schmitt	248
Russia and Communism Prior to the Revolution	Max Mark	262
Communist China	Max Mark	277
VIOLENT INTERSTATE CONFLICT		
And Shorter Wars	Geoffrey Blainey	295
Groupthink	Irving L. Janis	311
THE FUTURE OF INTERSTATE CONFLICT		
The Transformation of World Politics	Seyom Brown	325
Policy Opportunities for the U.S.	Seyom Brown	343

Conference Course Domestic and International Conflict

April 16-17,1977
May 21-22,1977

LECTURES

The Problem of Evil or, What's Happened to the Devil	Z. Boytor (US/WC)
Interstate Warfare and the Technology of Destruction	T. Kotila (US/WC)
Conflict Between Growth and Stability	J. Gardner(US/WC)
Crisis: A Simulation of International Conflict (35 max.)	A.McBride (US/WC)
Imperial Russia - Lenin and the Russian Revolution	J.Rooney M.Glaberman
Social Cutbacks: The Case of the VA vs US/WC	P.Friedlander D.Levey (USWC)
Revolution and Conflict in the Modern World	G. Hinzman (US/WC)
The Hungarian Revolt	M. Glaberman (USWC)
The Paris May Revolt 1968	Daniel Cohn-Bendit
Political Instability and Conflict: The Example of Mexico	J.W.Licate (Geog)
Social Conflict in Guatamala	H. Shaiken
Terrorism as a Revolutionary Tool	K.Lowther (UofMich)
Prejudice, Apartheid, Colonialism and Conflict in South Africa	J. Powell (UofMich)

FILMS : The Adventurers, A Luta Continua, Last Grave at Zimbasa, Hungary Vs. The Soviet Union

Conference Course	Domestic and International Conflict
May [illegible]-10, 1975	"The Nature of Social Conflict"
May 17-18, 1975	"Understanding the Troubled Economy"

LECTURES

Social Values and Violent Crime	Commander James Bannon, Detroit Police Dr. Marie Wilt (WSU)
Social Issues in the Penal and Judicial System	Judges S. Gardner & R. Evans Detroit Recorders Court
The Use of Conflict for Social Change	Doug Ross, Common Cause
The Nature of Social Conflict	I. Zeitlin (Uof Toronto)
Racism,Classism, Ethnicity and the Capitalist System	R. Franklin (Queens College)
Transactional Analysis	Jean Mayfield, Det.Schools
Characteristics of Contemporary Economic Problems	M. Kahn (Eco. WSU)
Contending Schools of Economics	M.B.Goldman (General Motors) T.E.Weisskopf (Eco UofMich)
Priorities and the U.S. Budget	S.E.Melman (Columbia Univ)
The Role of the Arms Trade in International Economics	Brig.Gen B.K. Gorwitz
U.S. and the European Economic Community	M.Mauthner (OECD)
U.S. and Third World Economies	G.T.Butcher
Restructuring the American Economy	I.Bluestone (UAW)
Multinational Corporations	W.M.Blumenthal (Bendix Co.)
The Politics of Natural Resources	A. Feinstein (US/WC)

FILMS: Family Life, Saul Alinsky Went to War, the O.K. Classroom

READINGS

Robert Heilbroner, The Human Prospect	Norton Press, 1974 $2.25
Lewis Coser	"Social Conflict and the Theory of Social Change"
Daniel Bell	"Crime as an American Way of Life"
Thomas Szasz	"The Myth of Mental Illness"
Compos & McCormick	"Introduce Yourself to Transactional Analysis"

EVALUATION

Your workshop instructor will require a written content analysis of the conference, integrating the lectures, readings, and film presentations for each of the two conferences.

Workshop Course — International and Domestic Conflict

Spring 1974 — Prof. Samuel Scott

Required Reading (Available at Bookstore)

Leon Trotsky,	The Russian Revolution	(Anchor)
Harold Nicolson	Peacemaking 1919	(Grosset & Dunlap)
William Allen	The Nazi Seizure of Power	(Quadrangle)
John Lukacs	A New History of the Cold War	(Anchor)

Course Description

This workshop will concentrate on political conflict in the twentieth century. We shall deal with different manifestations of political conflict on both an international (e.g. revolution, civil war, coup d'etat) and national level. Through the study of these specific conflicts we shall also examine the broader context of political conflict in general. Readings and discussions of them will form the core of the course. Lectures will provide continuity and a more general framework.

Course Requirements

You will be required to write a report on each of the four books listed above. These should include a brief summary of the subject and content, the approach of the author, including his qualifications and limitations, and the contribution each made to your understanding of political conflict. Each of these reports should be 3 to 5 pages typed and double spaced, in length or the equivalent (typing preferred but not required). They will be due as follows : Trotsky-April 27, Nicolson-May 11, Allen-May 25, and Lukacs-June 8. Together these reports will constitute approximately 60% of the grade for the course.

In addition there will be, as indicated above, discussions in which your participation and contribution will be evaluated. Lastly, there will be a final examination (on June 15). The discussions and final will comprise about 40% of the course grade.

Although it will not contribute to your grade, a brief (1 or 2 page) paper containing your definition of conflict will be required for the second meeting of the workshop (April 20).

Workshop Course — **International and Domestic**

Spring 1974 — Jean Mayfield and Gwen Johnson

Course Requirements

I. Two (2) five-page typewritten papers, one of which must be presented orally.
II. One (1) file on childrens literature related to good mental hygiene techniques (fifty 3x5 cards)
III. A group effort related to the topic
IV. One (1) in-depth competency development (written in measurable objectives)
V. Weekly logs and occasionally weekly assignments
VI. Final Exam

Texts

The Magic Years, Salma Fraiberg
Living With Children, Patterson & Gullion
Child Management, A Program for Parent and Teacher, Smith and Smith UofM
and supplementary readings from the bibliography - 25 items.

Course Outline

I. A Continuum of Basic Psychological Approaches

II. The Developmental Approach

III. Conflict and Their Sources in Young Children

IV. The Effect of Violence In Young Children

V. Aggression: Normal vs. Abnormal

VI. Child Abuse

VII. Resolving Conflicts in Young Children

VIII. Positive Controls and Reinforcements

IX. Competency: Building Positive Self-Concepts

X. Suggested Management Techniques

XI. Basic Tenets of Good Mental Hygiene

XII. On Becoming A Person

Workshop Course — Domestic and International Conflict

Spring 1975 — Mark Greer

Conflict Studies is an exploratory course into the causes, functions, and consequences of political, economic, and psychological conflict. In our effort to understand why conflict exists and what its social consequences are, we will read and discuss a number of history's leading conflict analysts. As we discuss these thinkers and their theories we will not only attempt to understand them, we will also critique them. Through this exercise we will not arrive at any final or absolute answer to the question of conflict. But we should expect to sharpen our thinking on this increasingly important question.

BOOKS

The following books are required reading in the course. They should be read in the order listed here.

1. Albert Camus, The Plague (read all of it)
2. C. Wright Mills, The Power Elite, (read chapters 1 and 5-15)
3. Sigmund Freud, Civilization and Its Discontents, (read all of it)

COURSE OUTLINE (abbreviated form for this report)

Weeks 1-2: The general orientation that the ideology of capitalism takes toward conflict: Thomas Hobbes and Adam Smith.
Weeks 3-4: A discussion of the ideas on conflict of Karl Marx.
Weeks 5: Albert Camus' position on both the capitalist and communist theories of conflict. MID-TERM - last hour of 5th week session
Weeks 6-7: A discussion of C.Wright Mills theories of conflict and role of U.S. and Soviet elites.
Weeks 8-9: Freudian psychology and conflict.
Weeks 10-11 : Review and final exam.

Grades

At the end of the course you will have participated in a final exam and either a mid-term exam or a panel discussion. Grades will be based on your performance, with approximately a 40% weight for the mid-term project and a 60% weight for the final exam. It should also be understood that class participation will be an influence on your final grade.

Workshop Course — Domestic and International Conflict

Spring 1975

Prof. Laurel Wigle

READINGS

1. *The Mountain People* by Colin Turnbull
2. *Voices from Wounded Knee 1973* by the participants
3. *Peasant Wars of the Twentieth Century* by Eric Wolf

REQUIREMENTS

The students will be held responsible for all of the reading materials assigned in class and all of the lecture material. In addition there will be two exams, a mid-term which will be given during the 5th week of classes and a final which will be given during the 11th week of classes.

COURSE OUTLINE

Week I	The Nature of Conflict
Week II	A Biological Basis of Aggression in Man
Week III	Ecology, Demography and Conflict
Week IV	Class, Caste and Minorities
Week V	Militancy vs Violence
Week VI	Native Americans: Violence, Liberation, and/or Self-Determination
Week VII	Imperialism and Liberation of Oppressed Nations
Week VIII	Varieties of Revolutionary Experience
Week IX	The Middle East: War or Peace
Week X	Equality and Freedom A Variety of Perspectives
Week XI	Final Examination

Workshop Course — Domestic and International Conflict

Spring 1976

Prof. David Hartman

READINGS: *The Mountain People*, *Violence in America*, *Sim-Soc*, and *What Aggression is Good For*, by Konrad Lorenz

ASSIGNMENTS: A written comparison of conflict in tribal and complex societies, based on films, lecture-discussions, and readings. Both the causes and manifestations of conflict in different types of societies should be discussed.

COURSE OUTLINE:

1. Orientation: Definitions and Conflict Theories
2. Non-Human Aggression and Conflict
3. Aggression and Conflict in Pre-Complex Societies
4. Aggression and Conflict in Complex Societies
5. Conflict and Interpersonal Relations
6. Simulated Society
7. Simulated Society
8. Simulated Society
9. Simulated Society
10. Analysis of Complex Societies

Varieties of Man and Society

This course was originally designed to be the theory and method course relating to social issues. The theoretical perspective is that human nature derives from experience and social relations. Begining with the tribe, the course presents the nature of the social relationships and experiences; the type of person who emerges from the tribal context and the world view of tribal peoples. Thereafter, the course deals in a similar manner with peasant societies, market societies, and bureaucratic planning societies, trying to explain the social relationships and experiences which characterize these "ideal types". The course examines the conflicts which result when people and/or institutions from these different types of societies encounter each other under different conditions.

Although the theoretical perspective of the course is unique and trulty interdisciplinary its conceptual foundations relate to the major social theorists like Adam Smith, Karl Marx, Max Weber, Sigmund Freud, Robert Redfield, Louis With, George Meade, Karl Mannheim, Jean Piaget, and others. Central to it are the concepts of urbanization, individuation, cultural adaptation, etc.

The workshop and conference courses which have accompanied the "Varieties of Man and Society" television course have varied widely in scope and content, sometimes focusing on rather narrow topics such as the family, sometimes on such broad areas as the nature of modern urban life. The intent of the course is to provide a coherent reference point for the entire year putting ethnicity, work and labor, and conflict studies into the context of more abstract theory concerning the nature of human beings, the societies and cultures which they form. This effort at integration and relation to the major social theorists is also a stepping stone to the second year's concern with culture, meanings, and their forms.

There is a TV Study Guide: Varieties of Man and Society edited by Richard McMann, which gives a detailed review of the TV shows, a glossary, and other materials included in US/WC study guides.

The reader, Alfred Feinstein Varieties of Man And Society, has also been specially prepared for this course.

TV COURSE

VARIETIES OF MAN AND SOCIETY

Summer

BASIC CONCEPTS

An Overview
What is Human Nature
Personal and Stranger Relationships
Metropolis and Village
Four Types of Society
Society through Time

TRIBAL SOCIETY

Tribal Society
The Hunters Part I
The Hunters Part II
The Hunters Part III
The Personal World View
Contemporary American Indian Tribes
The Cherokee
The Ashanti
Ashanti and Cherokee Compared

PEASANT SOCIETY

Peasant Society
Tribals and Peasants Compared
Sacred Authority
China: The Peasantry
China: The Elite
Vietnam: The Place and Its People
Vietnam: Manners and Morals
Peasant Peoples in America

MARKET SOCIETY

The Market Society
Early History of the Market Society I
Early History of the Market Society II
Early Market Man: The Protestant Ethic
Early Market Man: The Spirit of Capitalism
The Market Mentality
The Market in Literature I
The Market in Literature II
Comparison of Peasant and Market Societies
Non-Market People in a Market Society

BUREAUCRATIC-PLANNING SOCIETY

Bureaucratic Planning Society
Bureaucracy as Organization
Bureaucratic Rationality: Means vs. Ends
Bureaucratic Irrationality
Socialization in the Suburbs
Alienation
Appearance & Reality
Bureaucratic and Market Society Compared
Bureaucratic-Planning Society in Literature

APPLICATION OF THE FOUR TYPES

Colonialism I
Colonialism II
The French in Vietnam
The U.S. in Vietnam
Marginality
An Outsider's View of the Personal World
Skid Row I
Skid Row II
Who Are the Poor ?
Child Rearing
Identity and Popular Culture
Summary and Conclusions

READER FOR THE TV COURSE Summer	VARIETIES OF MAN AND SOCIETY Alfred Feinstein (ed.)

Varieties of Man and Society: An Introductory Essay	Alfred Feinstein	iii
Miching Mallecho: That Means Witchcraft	Laura Bohannan	1
Body Ritual among the Nacirema	Horace Miner	13
Urbanism as a Way of Life	Louis Wirth	18
The Folk Society	Robert Redfield	42
The Tribe as an Ideal-Type	Robert K. Thomas	58
Two Concepts of Authority	Walter B. Miller	63
Peasants	Albert L Wahrhaftig	82
The Trial of Ganelon	from the Song of Roland	91
Reciprocity and Redistribution in the Indian Village	Walter Neale	95
Peasant Relations	Otto and Alfred Feinstein	114
The Market in Theory and History	Walter Neale	119
Concerning Mercenaries	Niccolo Machiavelli	135
The Bureaucrat	Paul Michaud	138
The Strategy that Saved Montgomery Ward	Fortune Magazine	147
"Why Should My Conscience Bother Me?"	Kermi Vandivier	167
The Fifty Largest Industrial Companies in the World	Fortune Magazine	184
Selected Data for 148 Countries	Alfred Feinstein	187
Colonialism: Classic and Internal	Robert K. Thomas	195
The Stranger Mentality and the Culture of Poverty	Rolland H Wright	204
Work and Community Satisfaction	Otto Feinstein and Rolland Wright	227

Conference Course — Varieties of Man and Society

July 10-11, 1976 — "The Search for Meaning"
August 7-8, 1976

LECTURES

Religion in Primitive Societies	Elaine Rocchio (WSU-Anthro)
The Messianic Religions: Judaism, Christianity & Islam	Milton Covensky (WSU-Hist)
The Occult	Marcello Truzzi (EMU-Soc)
The Practice of Witchcraft	Gundella
The Practice of Astrology	Robert Thibodeau
The Experience of Religion: A Buddhist Example	Paul Will (EMU-Hist-Phil)
Introduction to Black Orpheus	Ted Duncan (US/WC)
The Sociology of Religion	B. Bajon (WSU-Soc)
Origins and Development of Fascist Ideology	David Levey (US/WC)
The Place of People in A World of Science: The Existentialist Experience"	Zygmund Boytor (US/WC)
Science Fiction	Panel Discussion

FILMS

Mystery of Stonehenge
A Man Called Horse
Black Orpheus
Witchcraft
The Holy Ghost People
The Triumph of the Will
The Seventh Seal
The Andromeda Strain

Workshop and discussion groups after lectures and films

READINGS

William Howells	The Heathens: Primitive Man and His Religions	Doubleday 1962
Frank Herbert	Dune	Berkley Pub, 1975

Readers were also prepared and distributed

Workshop Course — Varieties of Man and Society

Summer 1974 — Profs Place, Petit, Johnson

Timetable and Reading List:

This is designed as a reading course so that there will be only a small number of discussion meetings. Besides the initial meeting on July 13 we are planning three (3) general discussion sessions. Attendance is not mandatory, but your understanding of the readings will be enhanced by them.

Meeting 1 Saturday, August 3 (9:30am 123 State Hall) Discussion of Heilbroner, Viereck, and Hill

Meeting 2 Saturday August 10 (9:30am 123 State Hall) Discussion of Marx

Meeting 3 Tuesday August 20 (9:30am or 7:30pm Lounge CUS) Discussion of Articles and general wrap-up

The instructors will also be available for consultation by telephone and in person. Feel free to set up appointments (577-4687) but please indicate to the receptionist which of the readings your question concerns so that you can be referred to the one with the most expertise in the area.

We have passed out a list of questions relating to the readings. These are meant to serve as a guide to your thinking about the readings. They will also provide the basis for the final examination in the course.

The final exam will be held on August 24 at 9:30am 123 State Hall and will last for four hours. You will be given five of the questions on the list and be expected to answer four of them. This will be an essay exam and you will be allowed to use notes and books. PREPARE IN ADVANCE. You may want to outline all the questions so that when you write it is well structured. Please do not make the mistake of thinking you can wait until you see the questions before thinking them through. If you do not prepare beforehand you will face real difficulties. Your final grade for this course will be based on the exam and whatever oral communication you might have with the instructors. Please let us know if the time scheduled for the exam will be inconvenient for you, so we can set up an alternative date if need be.

We have developed a detailed syllabus to help place your readings in perspective. We hope that it proves useful, but it no way should it be considered as a substitute for the readings themselves. We have tried to give you a range of materials that will spotlight the crucial trends in social theory. Despite what appears to be a lengthy list the number of pages that we are asking you to read is about 800. Heilbroner and Viereck will go quickly, but Marx and Mill must be read slowly and carefully.

The same may be said about most of the articles.

The readings are on sale at the bookstore and should be read in the following order:

Robert Heilbroner	The Wordly Philosophers
Peter Viereck	Conservatism
J.S. Mill	On Liberty
Bottomore and Rubel (eds)	Karl Marx: Selected Writing in Sociology Social Philosophy
Max Weber	"Bureaucracy"
A.R. Radcliffe-Brown	"Social Science"
D.R. Aberle, et.al.	"On the Functional Prerequisites of a Society"
Robert Park	"Human Needs and Collective Behavior"
Robert Redfield	"The Folk Society"
H. Blumer	"Society"

Workshop Course — Varieties of Man and Society

Summer 1977 — Kris Lessins

Text: John Melmer and Neil A. Eddington (eds.) Urbanman: The Psychological of Urban Survival, 1974 ($2.95)

Week 1: Introduction to course aims: how people adapt to urban environment and institutions. Is the city more destructive or constructive ?

Week 2: General definition of some problems of urban life. Readings: Introduction and Chapter 1.

Week 3: Lining-up to get things done in the city. Chapter 2 and 3

Week 4: Fear and apathy in urban neighborhoods. Chapter 4 and 5

Week 5: MID-TERM AND ORAL PROGRESS REPORTS ON TERM PROJECT

Week 6: Architectual setting, threat to communal living, and need for privacy. Chapter 6 and 7

Week 7: Talking with friends and strangers in the city. Chapters 8,9.

Week 8: Alienating Experience, violent consequences. Chapter 10.

Week 9: Maintaining personal relationships. Chapter 11.

Week 10: Term Projects Due, Review, discussion.

Week 11: FINAL EXAMINATION

THE SECOND YEAR: The Urban Humanities

Whereas, the first year of the curriculum has its main focus on social experiences, relations, and institutions, and thus deals with the social sciences which are basically humanities oriented, the second year is devoted to what we call the urban humanities. Before going into a quarter by quarter analysis of what actually happens during this part of our curriculum, two items might be useful: first the names of the four TV courses* and second a document on the humanities which was reguarly distributed to our students, and prepared by the faculty of the second year.

The title of the four courses are:

I. The Quality of Life: Folk, Classical, and Mass Cultures
II. An American Mosaic
III. Arts of the Imagination: The Lives of Doctor Faustus
IV. Play and Leisure

The document:

URBAN HUMANITIES
UAW MODULE

BY The Urban Humanities Staff (US/WC)

A GENERAL DOCUMENT ON THE HUMANITIES

Included here is a gathering of concepts and definitions central to the quarter's work. The material is meant to further provide a basis for classroom discussion. The document focuses on the broad area of the humanities, culture and cultures, and various types of societies.

THE HUMANITIES

> "Humanities: a group of educational disciplines distinguished in content and method from the physical and biological sciences and, if less decisively, from the social sciences. The group includes language and literature in each of their principal examples (ancient and modern), the fine arts other than literature, philosophy, at least in more traditional divisions and, to a less clearly defined extent, history ... The humanities are studies which center attention on the life of man." Encyclopedia Britannica**

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* Three other TV courses have been used and are available as electives: "Shadows on the Walls: The History of Film", "The History of Jazz: 1950 to Present", "Civilization and the Arts".

** It is interesting to note the more restrictive and yet less clearly stated definition in the Encyclopedia, in comparison to NEH and NEA.

The beginnings of humanistic studies are in its Medieval opposition to divine revelation as concerns the nature of human beings. Humanistic thought viewed human beings as part of both society and nature yet existing as individuals; religion viewed human beings as essentially incomplete creatures fallen from the Grace of God. As seen in the so-called Scopes 'monkey trial' and the more recent West Virginia textbook furor, this fundamental split over the nature and character of human beings still persists.

> "The term 'humanities was first used in the Renaissance to describe the works of classic writers ... Humanism turned away from the relative disregard of the Medieval world for external human accomplishment, which was undervalued especially when it stood in contrast to God-oriented virtuous accomplishment." Encyclopedia Britannica

Historically, the humanities became the repository for the cultural expressions of elite, upper, and ruling classes. Being "cultured" came to represent reflecting the elite standards of past cultures-mainly Greek and Roman; only a small group in society was expected to reproduce these expressions and the intellectual cultivation and training necessary to produce them. All too often, the humanities trained 'gentlemen' and 'ladies' in the arts of leisure and social grace. The humanities was reduced to an education in language, literature, and culture of the ruling class of Greece and Rome as well as the later neoclassic cultural expression of the Renaissance. The humanities became the province of elite groups. The history studied was not that of the rest of society but often only of the classical past. Further, the cultural orientation of the humanities toward Greece and Rome accounts for its bias and still prevalent concern with humans as individuals rather than social beings; the latter was left to the social sciences.

Much of the present concern with the humanities is with the attempt to broaden its area of purview to include other than elitist cultural expressions. Traditionally, the humanities has only been concerned with the cultural expression of the elite classes of Western societies.

> "The humanities originally expressed higher values of bourgeois society - in plain American, of the educated middle class. The humanities showed us how to master the world, enjoy a stable aesthetic form, discourse in direct terms. They helped make us identifiable characters, or characters at least without identity problems... The humanities have been taught as an exercise in socialization of ladies and gentlemen." Norman Birnbaum

In the REPORT OF THE COMMISSION ON THE HUMANITIES, the discipline is presented

> "...*as a body of knowledge and insight* ... which usually includes the study of languages, literature, history, and philosophy; the history, theory and criticism of art and music; the history and comparison of religion and law; the natural and social sciences are considered as natural allies; *as modes of expression*... the fine and performing arts (painting, sculpture, cinema-photography, architecture, music, dance, and drama) are modes of expressing thoughts and feelings visually, verbally, and aurally; *as a program for education* ... the method is one based on the liberal we inherit from classical antiquity; *and as an underlying attitude toward life*... which centers on concern for the human individual: for his emotional development, for his moral, religious, and aesthetic ideas, and for his goals - including in particular his growth as a rational being and a responsible member of his community."

Definitions of the humanities are many and varied; several are presented for discussion so that more personal conceptions and understandings might be reached.

> "...whatever influences and is conducive to freedom... an agency or relationship or situation or activity which has a humanizing, that is, a liberating effect, which broadens learning, simulated imagination, kindles sympathy, inspires a sense of human dignity, and imprints the bearing and form of intercourse proper to man..." *Ralph Barton Perry*

> "I would understand the humanities as giving each one of us some understanding of who we are individually, where we've been, who we are now, and where we are going." *Change* Magazine, Summer 1975.

> "...the humanities are subject areas which deal with man as a human being, with the development of his ideas through successive periods in the history of the world, with the things which influenced those ideas and with the cultural creations, intellectual and artistic, which grew out of those ideas." *Marguerite V. Hood*

> "The humanities can be interpreted as repositories of human values; sources of moral choice, indispensable to a society that would keep (or find) its soul...The humanities distilled what was most valuable in human experience." *Norman Birnbaum*

> "The humanities stand not for an autonomous tradition of knowledge for knowledge's sake but for its ultimate usefulness to what is most human in us, to the individual as the accountable agent of his actions and as the potential seat of human greatness. This individualism and this greatness have a long and living tradition of revealing themselves not only in deeds but also in recorded words - in spoken and written texts. In its careful attention to such texts, the faith of the humanities coincides with its pedagogy." Rodger Shattuck

> "The humanities approach seeks to acquaint the student with the thoughts, creations, and actions of his predecessors and contemporaries. It interrelates every area of knowledge to form a comprehensive and vital whole. The purpose is not the mere accumulation of factual material, but the determination of self by the student ... The humanities approach leads the student to think about values. It establishes principles of freedom and responsibility. He learns that, within certain limits, men have choices among alternatives; that these choices should be made carefully and thoughtfully; that making a choice is an act; and that acts have consequences." Record of the Commission on the Humanities.

There is considerable debate as to whether such a discipline has anything to offer our contemporary, technocratic, post-industrial society.

> "The humanities may induce aesthetic delight, reflectiveness, even wisdom - but they are of no immediate use to a society desperately anxious for quick results." Norman Birnbaum

> "We don't often think of liberal studies as connected with skills, but in fact the liberal skills are the highest and hardest skills...We call such studies 'the humanities' because when we engage in them we discover how exciting being human can be... Such humanistic skills are also called liberal because they free us from the restraint of our material existence and let us soar as free men and women in the realm of the mind... Flexibility, an ability to change and learn new things, is a valuable skill...especially skills of analytic thinking and experimenting and calculating... People who have learned how to learn can learn outside of school. That is where most of us have learned to do what we do, not in school. Learning to learn is one of the highest liberal skills... the liberal skills of analyzing, experimenting, discussing, reading, and writing." Robert A. Goldwin

> "No one has really defined the role of the humanities in contemporary culture... The real question is the redefinition of the role of the humanities within a mass communications society, in which most people's values and ideas are no longer shaped within the school system... I'm puzzled when we talk about the 'essence' of the humanities. I'm not sure in which basic human activity the 'essence of humanity' lies." Barbara Rose

> "The humanities do imply, by contrast, a human community across the epochs, a substance common to history. Perhaps we could begin in a reform of the humanities by accentuating the search for a new humanity. Strikingly, assistance may come from what might be thought of as an exceedingly esoteric source - the general theory of culture." Norman Birnbaum

CULTURE:

Many of the concepts and ideas expressed so far heavily depend on the words culture and man.

> "A culture consists of a set of habitual and traditional ways of thinking, feeling, and reacting that are characteristic of the ways that a particular society meets its problems. The culture of a society then, may be said to consist of the characteristic ways in which the basic needs of the individual are satisfied in that society." Alan Dundees

> "Culture, or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge,belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society." E.B.Tylor

For our purposes, it is helpful to view society as a comparatively permanent ordering and grouping, over time and space, of individuals for the specific resolution of mutual problems. Culture is the characteristic way of life and thought of a particular society.

There are several aspects of this word culture that will concern us here. Culture with a large C, will refer to human culture; that is, the characteristc way of life, mode of learning, and transmission of information generally used to distinguish Homo Sapiens from other primates. All human beings, in all times and in all places, have culture. All human beings are alike in this respect.

> "In our culture we emphasize the ways in which man differs from other animals; we often forget that man himself is an animal. The common distinctions between man and animals represent differences in degree rather than in kind. For example, man has language and a complex communication system. But bees and other animals also have communication systems. Man, however, is capable of manipluating symbols; not only can he communicate knowledge, but, through the use of symbols, he can transmit knowledge from generation to generation. Animals, on the other hand, have to learn everything for themselves. Human symbolic behavior is of great value, for it prevents succeeding generations from making the same mistakes." Alan Dundees

Culture, with a small c, will refer to the specific ways of life characteristic of specific groups of people on the planet. The great wonder here is that, at the same time, all human beings are both different and similar. The history of the world has known many different cultures - different ways of life. The rapid spread of industrialization and urbanization though, is reducing the variety of human life to one common denominator. Here, culture is seen as a collective phenomenon, the possession of groups of people rather than particular individuals. Every culture conditions and is conditioned by its environment and social organization.

The final use of the word culture involves the artifacts, creations, and cultural products of individuals within a society. Here, culture is usually understood in terms of the 'masterpieces' of a given society - its prime value expression. Ordinarily, culture is the particular style of life of, most usually, the upper or ruling class. To be 'cultured' is to reflect the style of life and mode of thought of this small group of people.*

These words, their connotations and history, are obviously reflective of the reality of structural inequality and social stratification in society. "culture" reflects the ruling class; folk culture is for everyone else. Like 'culture' in the abstract, the problem with the terms folk, mass, and classical is that there are value and historical issues within them.

FOLK, MASS, AND CLASSICAL CULTURES:

> "Anthropologists in Europe in the 19th century applied the term 'folk' specifically to the nonliterate population of a country with a written culture. In particular, they used it to refer to the peasant populations in European countries, who were supposedly 'in civilization but not of it.' These anthropologists believed in unilinear evolution of cultures; that is,they thought all human societies developed from a primitive stage of savagery, through an intermeidate level of barbarism, and eventually reached

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* Culture in terms of artifacts, creations, and cultural products of groups of people (rather than individuals) is the approach of the cultural anthropologists, and is discussed in depth in the first year.

the stage of civilization, which they identified with 19th century European culture... Folklore was held to consist of 'survivals' of beliefs from the stage of barbarism in backward areas of civilized countries. Implicit in this definition was an elitist belief that folklore is 'error' and is outgrown with education." Alan Dundees

"Each of the terms 'folk','rural', and 'urban' encompasses a wide range of phenomena, with multiple variables which have to be carefully sorted out, ordered, dissected, and perhaps redefined, if we are to establish meaningful, causal relationships among them. Each of these terms imply relatively high-level abstractions intended for the characterization of whole societies or large segments thereof. While such characterizations are attractive because of their simplicity and may be useful in distinguishing gross stages or types in societal evolution, they confuse issues in the study of short-run changes." Oscar Lewis

"...there is no real distinction between 'elite' and 'popular' art, all aesthetics are on one horizontal continuum - there are no such distinctions as 'high' and 'low' art - the difference being one of degree, not kind." Ray B. Browne

"Some observers divide the total culture of a people into 'minority' and 'majority' categories. Other observers classify culture into High-Cult, Mid-Cult, and Low-Cult, or High-Brow, Mid-Brow, and Low-Brow, leaving out, apparently, the level that would perhaps be called Folk-Cult or Folk-Brow... in fact .... there are actually four areas of culture: Elite, Popular, Mass, and Folk, with the understanding that none of these is a discrete unity standing apart from one another. The Mass area being largely imitative, draws heavily from both folk and ... popular arts. Popular art draws from Elite and Mass and Folk but does not take any without subjecting it to a greater or lesser amount of creative change... Many definitions of Popular culture turn on methods of dissemination. Those elements which are too sophisticated for the mass media are generally called Elite culture, those distributed through these media are something less than 'Mass' - that is such things as the smaller magazines and newspapers, the less widely distributed books, museums and sophisticated galleries, so-called clothes line art exhibits, and the like - are called in the narrow sense of the term 'Popular', those elements that are distributed through the mass media are 'Mass' culture, and those which are or were at one time disseminated by oral and non-oral methods - on levels 'lower' than the mass media - are called 'folk'... Aside from distribution, another major difference between High and Popluar culture, and among Popular culture, Mass culture, and Folk culture, is the motivation of the persons contributing, the makers and shapers of culture. On the Elite or sophisticated, level, the creators value individualism, individual expression, the exploration and discovery of new

> art forms, of new ways of stating, the exploration and discovery of new depths in life's experiences. On the other levels of culture there is usually less emphasis placed upon, and less acomplishment reached in, this plumbing of reality. Generally speaking, both popular and mass artists are less interested in the experimental and searching than in the restatement of the old and accepted." Ray C. Browne

Folk, mass and classical refer to various kinds and modes of cultural expression. The paradigm reflects the fact that the humanities concern should be with all peoples and not just the select few.

(It should be noted that the quotations in this paper are used to foster discussion and do not reflect the way Folk, Classical, and Mass Culture are defined in the course.)

The Quality of Life: Folk, Mass, and Classical Culture

This quarter serves as an introduction to the subject matter of the urban humanities year. The TV course involves a series of discussions around the quality of life in an urban setting. The students are cautioned at the very beginning that each of them could, no doubt, come up with a very personal way of evaluating the quality of their own life and the life of the city. However, the first week of programs attempt to show that there are some general definitions or measurements of quality of life which we all can accept. One way of determining whether we are indeed living the "good life" is to think of experience in terms of Abraham Maslow's concept of self-actualization. The problem is to apply this concept to the work of the artist, who is one of the major interpreters of the quality of life in our society. In what way does the city promote or retard self-actualization in individuals and groups ?

The second week of the courses focuses specifically on the city, and tries to show that the structure of the city has a tremendous impact on the way in which people interpret the quality of their lives. The key terms introduced in that week are "organic form" and "the human scale", which are used to judge the quality of life in all cities, from ancient times to the present.

The question "what is culture" and three types of culture - folk, mass, and classical - are discussed in the third week's programs. The students are shown how folk culture tends to manifest itself in an urban environment. The study of these cultures reveals the resourcefulness of small groups of people in certain areas of the city who are able to develop their own unique definitions of the quality of life, definitions which are often quite different from beliefs of the "majority" populations.

Classical culture, the subject of the fourth and fifth weeks is explored through the examination of the Detroit Institute of Art as a model cultural institution. What does the institute mean to the life of the city, the attitudes of the people who work in it and who visit it, are the main areas of focus in programs which deal with public art, with where it is found and how it is appreciated. How art can contribute to the quality of life in the city is one of the major themes of these programs.

Mass culture in its various manifestations (the press, motion pictures, and advertising) is discussed in the fifth and sixth weeks and then compared with classical culture. Art and the quality of life as they are reflected in these major institutions of mass culture are central to the discussions in these programs. The programs dealing with the performing arts in week seven occur in the context of mass and classical culture as they are defined in previous programs. However, here the emphasis shifts from what it feels to watch and to hear various artists perform. The value of the art to the performers involved in making it are further explored in weeks 8-11. A final course summary reviews the different meanings and types of culture in the urban environment and relates how culture and art make an impact on our view of the quality of life.

The course serves as an introduction to the various cultural forms, but it also relates them to two other major factors. First, by dealing with "quality of life" it deals with their role in meeting the needs and desires of individuals, groups, and society as a whole; second it analyzes the forms also in relation to how the institutions, creators, and users function.

The workshops (as is shown below) generally deal with literature, and the conferences focus in on some specific area of quality of life in relation to cultural activity.

The TV Course

Program Titles

A Theory of Basic Needs
Concept of Self-actualization
What is a Good Life
The Experiental Approach
Recommendations and Conclusions
Why Men Build
The Ancient City (Greece)
The Medieval and Renaissance Cities
The Modern City and the Future
Detroit
Folk Culture: What is It
Folk Culture: Where is It
Urban Folk Culture
Classical,Mass, Folk: Comparison
Urban Folk Culture and the Quality of Life
Classical Culture: What is It
Classical Culture: Where is It
The Rivera Mural: Formal Analysis
Mexican Muralists and Public Art
Public Art in Detroit

Public Art in the Neighborhood
Public Art in the Church
Public Art and the Quality of Life
Mass Culture: What is It
Mass Culture: Where is It
The Major Institutions: TV
The Major Institutions: Mass Press
Major Institutions: Motion Pictures
Major Institutions: Advertising
Mass Culture and the Quality of Life
Summary (first 6 weeks) and Introduction to the Performing Arts

Taking A Role
Buffo and Mime
Modern Dance - Nowak and Harbinger
Modern Dance - Nowak and Harbinger
Improvisation Music
Bach at Dun Scotus I
Bach at Dun Scotus II
Bach at Dun Scotus III

The TV course (cont'd)

Molson and Two Actors
Introduction to the Classical Artist
"The World of Jesse Allen" (Film)
Albert Mullen: The Painter
Ken and Ann Mikolowski: The Poet
Esther Broner: The Novelist
Bill Harris: The Playwright
A Look Into Joyce Carol Oates, THEM I
A Look Into Joyce Carol Oates, THEM II
Paul Freeman: The Conductor
Robin Eichle: The Film Maker
The Cultural Worker I
The Cultural Worker II
The Cultural Worker III
Course Summary I
Course Summary II
Course Summary III

Readings

Richard Hoggart	The Uses of Literacy	Beacon Press
Augustin Girard	Cultural Development	UNESCO
F. Dostoievsky	Notes from the Underground	Harcourt,Brace
Richard Wright	Native Son	Bantam
Joyce Carol Oates	Them	Fawcett

SUMMARY

The overall purpose of this course is to examine the relationships between cultural experience in an urban setting and "the quality of life". For this reason, the majority of our examples of cultural institutions and experiences will be drawn from the Detroit area itself. We shall consider three different types of cultures: Folk, Classical, and Mass and in each case deal with 1) defining properties i.e. concepts; 2) institutions, and 3)people, as contributors or participants or institutional workers. A key question of the televised course is: What kinds of conditions are necessray in order to maximize cultural involvement on the part of all persons and groups specifically in relation to their own experiences, needs, and values ?

The TV presentation and readings will not always be strictly correlated. For example, the novels assigned are all relevant to "quality of life" questions and should be read with that theme (but not only that theme) in mind. Students will receive, shortly after the beginning of the quarter, two addenda to this outline: 1) a set of study questions which apply to the assigned novels, and 2) the comparison of Folk, Mass, and Classical cultures presented by Prof. Gutowski in the third week.

The Conference Course

Fall, Oct. 14-15, 1978
Nov. 4-5, 1978

Folk,Mass,Classical Culture

"The Creative Step: An
Inquiry into the arts"

LECTURES, EVENTS, WORKSHOPS

Poetry Readings: Joseph Bruchac and Michael Hogan
Student Poetry Writing Workshops
Photography: David Jacobs and Harry Smallenberg
Drama Presentation: Spencer Golub, Director and Actors from The Crucible
Student Acting Workshops
Architecture: John Hilberry
Opera: Michigan Opera Theater
Opera Workshop
The Crucible, at The Bonstelle Theater (entire performance)
Discussion with actors
Running Fence (A Film)
Student workshops
Visit to the Art Institute
Bluegrass Music
Music Workshops
Dance Performance
Special Student Interest Workshops
Jazz: Ernie Rodgers
Workshop

READINGS

A special reader was prepared for the conference. The Table of Conents:

Conference Schedule	
Course Objectives	
Course Requirement and Conference Projects	Carl Rollyson
Introduction to the Poetry of Joseph Bruchac	" "
Introduction to the Poetry of Michael Hogan	" "
Directions for a Critical Review of a Musical Presentation, A Dance, Concert, Play	Hope Palmer
Dramatizing Stories	James Allen Jones
The City and the Architect	Hope Palmer
Built-In Beauty: An Architectual Tour of Detroit	by the Detroit News
The Michigan Opera Theater: What is Opera History of the Michigan Opera Theater Appreciating a Live Performance Glossary	
Introduction to a Great Museum	Hope Palmer
The Visual Arts	Roslyn Schindler
The Shape of Content	Ben Shahn
Abstract, Representational and So Forth	Clement Greenberg
Sculptor Speaks	Henry Moore
Running Fence Program Notes	The Detroit Film Theater
The Maysles' Film of Christo's Running Fence	Michael Florescu

The conference Reader (cont'd)

Tony Smith's "Gracehoper" Frank L. Kolbert
Sculpture by Order Time Sept. 14, 1970
Sculpture on Campus: A suggested Walking Tour by Michael Daher
Modern Dance Hope Palmer
Jazz: A Cultural and Musical Definition Julie Klein

The Conference Course Folk, Mass, and Classical Culture

Fall 1975 How Does Art Mean ?

LECTURES

"Mime"	Ken Feit	mime
Dance	Rod Rodgers	choreographer
Writing	Nelson Algren	author
Art	Alden Smith	sculptor
Photography	David Jacobs	photographer
Music	Ernie Rodgers	musician

PERFORMANCES/DEMONSTRATION

Rod Rodgers Dance Troupe
Visit to Art Institute
Alden Smith - doing a sculpture
Hilberry Theater Players

READINGS

Humanities Conference Reader
Arthur Miller Death of a Salesman

Assignments

A student cultural project
Questionaire and evaluation of conference course
Final Examination

Workshop Course — Folk, Classical and Mass Culture

Fall 1975 — Michael Daher

FOLK, MASS and CLASSICAL CULTURES: "WHAT IS CULTURE ?"

This workshop will focus on the question: What is culture ? It will attempt to clarify a number of ways in which culture can be viewed. In particular:

Culture: in the elite sense, as a collection of masterpieces with which every educated person is supposed to be familiar;

Culture: as the total context in which life occurs, including morals, customs, values, sources from which folk, mass, classical culture and art arises.

General themes such as the indivdiual's relation of artist to society, the reflection of class conflict in art will be studied through several works of art, all of this leading us to see cultural dynamics as well as aesthetic values.

REQUIRED READINGS: (all books are paperbacks available at the Bookstore)

Albert Camus	The Stranger
Leroi Jones	Dutchman
Pablo Neruda	Canto General
Bartold Brecht	The Good Woman of Sezuan
Adrienne Rich	Diving into the Wreck
George Jackson	Soledad Brother

REQUIREMENTS:

In addition to normal requirements of attending classes regularly and reading the above listed books, students are encouraged to actively participate in discussions and obliged, in order to complete the course, to write a number of papers or/and examinations. Topics of papers will be announced in class in due time.

Workshop Course — Folk Classical and Mass Culture

Fall 1978 — Joan Fiscella

READINGS

The Responsive Chord	Schwartz	$3.00
Ways of Seeing	Berger	
"Rhythm and Body Movement"	Hall	
"Culture and Identity"	Hall	

The workshop will focus on listening and seeing. Our lives are generally filled with sounds and sights; we have learned to block out a lot of them and attend to just those portions that are of interest to us. In this class we will attend to listening and seeing in order to sharpen our consciousness of cultural expression and experience.

Workshop Course
Fall 1974

Folk, Classical and Mass Culture
What is Culture

This fall's workshop course will focus on the question: what is culture ? It will attempt to clarify the number of ways in which culture can be viewed. In particular: "what every educated person should know"
and/or "the total context in which life is understood"
General themes such as the individual's relation to society, the conflict between old and new cultural patterns and ideas, the relation of the artist to society, the reflction of conflicts in art will be studies through several works of art, all of this leading us to see culture.

Works to be studied:

Films	Tomas Gutierrez Alea	Memories of Underdevelopment
	Josef von Sternberg	The Blue Angel
Art	Diego de Rivera	Murals in the Detroit Institute
Music	Ludwig van Beethoven	Concerto No. 5 in E-flat Major ("Emperor") for Piano and Orchestra Opus 73
	Sketches of Spain	interpreted by Miles Davis, arranged and conducted by Gil Evans
Theater	Aime Cesaire	The Tragedy of King Cristophe
Literature	Albert Camus	The Stranger
Poetry	William Carlos Williams	Selected Poems

Examinations and papers will be announced in class. Final on November 27. (A detailed session by session syllabus was also handed out.)

Workshop Course
Fall 1978

Folk Classical, and Mass Culture
Mary Lee Field

READINGS

Tony Schwartz	The Responsive Chord
Ina Corinne Brown	Understanding Other Cultures

Requirements: in addition to readings and participation final exam and class projects.

A detailed day by day syllabus relating the TV, conference, and workshop courses, readings, and assignments was also distributed to the students.

Cultural Identity and the American Experience Winter Quarter

In the winter quarter the humanities curriculum centers on american cultural history. The methodology is interdisciplinary in the tradition of American Studies. A major objective is to develop a historical perspective that is simultaneously synchronic and diachronic. Emphasis is placed on both defining, reconstructing and understanding the ambience and values of a particular period in its own context; and on evaluating that period through time, by comparison and contrast to other periods. The organizational principle in this quarter is dialectical, in the sense that students are simultaneously encouraged to look to history for a "usable past" and to be skeptical about the possibility of thoroughness in any historical explanation.

The television course, "An American Mosaic" recounts the major migrations which have resulted in the hybrid culture of the United States: East to West, South to North, from farm to city, Indian and European migration, and forced migration of Blacks and others, and conquest of the South West. Spokespersons and analysts from various cultures are featured who describe and evaluate their heritages, especially in terms of the interdependence of aesthetic and political standards and values . A principal objective of the course is to provide concrete exemplification of the manner in which comprehension of the historical process can illuminate both the roots and dynamics of present circumstances.

The conference and workshop courses while representing a broad range of approaches are related to the general theme as shown below.

The Television Course

Introduction I
Introduction II
The Vast Continent
The First Nations: Their Origins
The First Nations: Cultural Patterns
The First Nations: The Pueblos
The Meeting of Cultures in the S.W.
Europe Invents the New World I
Europe Invents the New World II
A Review
Europe Invents the New World III
Search for a New Life I
Search for a New Life II
Conflict or Co-Existence
West African Civilization
West African Civilization
The Triangle of Wealth and Misery
The Middle Passage
The Plantation System
A Review
African Culture in the New World
Africans' Resistance in the New World
Resistance to Slavery: Two Biographies
US. Policy: Blacks and Native Americans

The American Mosaic

U.S. Policy: The Klamath Nation
Land and Quest for Identity
Land and Ownership: Conflicting Traditions
Westward Ho, Manifest Destiny
Review
David Crockett :Hero of the Frontier
Reshaping the Continent
The Sioux Nation: Study of Resistance
The Consolidation of the Ruling Class
Scandinavian Workers in America
Chinese Workers in America
Polish Workers in America
Arab Workers in America
Review
Contemporary Afro-American Culture
Communal Life in America
Search for Roots: Deerfield Community
300 Years of Rootedness: Abiquiu,N.M.
Search for Roots; Reclaiming Atzlan
Search for Roots' Lessons from Camps
Search for Roots: Flight from Fscism
Puerto Rico: Colony or Nation I and II
Conclusion I and II

TV Course (cont'd)

A very detailed TV study guide is related to the course. It contains four kinds of material:

(1) a digest of key information furnished by program guests

(2) supplementary study aids -- to aid in your thinking about individual programs and recurring themes in the course

- a. Statements of objectives for the programs
- b. Study Questions for programs
- c. Suggestions for Further Reading
- d. Excerpts from critical and literary works

(3) periodic review sheets for assessing historical perspectives

(4) periodic course evaluation forms

Additional books are always assigned as readings for the TV course, but they have changed over the years.

The Conference Course — The Art of American Sub-Cultures

Feb.7-8, 14-15, 1976 — "The Inheritance of American Folk Culture"

...various forms of cultural expression outside the professional art market and entertainment world, and independent of the classically-inspired art works usually associated with the well-educated, cultivated sectors of society and normally offered in "art appreciation" courses.

Required Reading: Richard M. Dorson *American Folklore* UofChicago Press 1962

LECTURES AND OTHER EVENTS

Evolution of a Typical American Folk Tale	John Gutowski
The development of an American folk ballad: "The Unfortunate"	Michael Bell
Voodoo: Is it Witchcraft or Sorcery	Guerin Montilus
The Witches of Salem: Myth or Reality	Louise E. Berndt
Films on American religious sects	
Gospel Singers	B. Jackson and L. Thompson
The music of the Black American Church	Alan J. McNeeley
Film: Grapes of Wrath	
Varieties of American Folk and Rural Art	Nola Tutag
Films of Folk Arts and Crafts in America	
Heroes and Villains in American Folksong	Bob Winans
American Frontier Heroes	Mike Daher
Film :Sounder	
Films on folklore, craft and tradition	

Film Citizen Kane	
Medicine, religion, and ritual of Native Americans	Joseph Brant
Films: Hopi Kachinas, Painting with Sand, Navajo Silversmith	
Traditional bluegrass and country music	Jay Round and Williams Family
Film: High Lonsesome Sound	

Students turn in individual assignments
and Final Exam.

The Conference Course | Visions of America

January 28-29, 1978
February 18-19,1978

American Film

LECTURES AND OTHER EVENTS

Editing	Calvin Hughes and Michael Parrott
Film: The Art of the Impossible	Film Illusion and Reality
The Conversation	Film Conventions G. Klein
Citizen Kane	Film Techniques J. Gom
Movies and Culture	Robert Sklar
Guilty by Reason of Race	The Documentary
High School	Passing on American Culture H. Stilley
Little Big Men	Newlook at Old West F. Kellermeier
The Pawnbroker	Surviving the War R. Schindler
Sounder	Blacks During the Depression A. Herard

The Conference Course | Visions of America

Winter 1977

Developing an Aesthetic for the Performing Arts in America

The Elements of Music	Jon George, Norris Johnson
Listening to Bluegrass Music and Poetry	Faye McGinnis and the Sunnysiders
Grapes of Wrath Film	discussion with James Limbacher
The Owlkiller Scene from a Play	discussion with director and actors
Ethnic Dancers	discussion with director and dancers
The Film Experience	Robert Eberwein
Blue Grass Opera performance	discussion with Lowell McKirgan and group
Citizen Kane Film	introduced by Ron Halstead
The Devil's Disciple entire play	discussion with actors

Readings: Focus on Film and Theater

Project Working Groups: Ethnic Traditions in the Performing Arts, Theater in the Making, Issues in Contemporary Films and Filmmaking. From Soul to Symphony: Detroit's Music Scene, Country and Western Music (all students are in one of these and develop a project)

The Workshop Course
Winter 1978

Visions of America
Three Perspectives of America

In this course slavery will be studied from the points of view of three authors: Frederick Douglas, slave and abolitionist; Eugene Genovese, a professional historian; and Harriet Beecher Stowe, novelist. Attention will be given both to exploring the process of recording and understanding history and appreciation the significance of the institution of American slavery.

READINGS

Frederick Douglas, Narrative of the Life of Frederick Douglas
Eugene Genovese, Roll, Jordan, Roll
Harriet Beecher Stowe, Uncle Tom's Cabin

ASSIGNMENTS

Several in-class papers will be assigned plus a longer project for independent work. A final exam will be given in the eleventh week.

The Workshop Course
Winter 1978

Visions of America
Autobiography as History

The workshop will be an exercise in personal history: autobiography. We will take 5 themes: work, relation with parents and family, and three others. We'll read how others deal with the subject, discuss them, write out own, and discuss them. What we are doing here is taking a personal look at our history, as complementary to the TV course, where broader questions are raised. We want to see what is common to the two approaches, and what is different.

The conference course will attempt to do two things: introduce the language of an art form (in this case Film), and to examine some films which portray the individual in his relation to historical and cultural events.

Reading

Working
Autobiographies in library
Reprints on doing Family histories

Note: In this quarter a major effort was made to have a very tight fit between TV, conference, and workshop. The activities in the workshop are actual writing, critique, and discussion of readings relevant to the writing.

Arts of the Imagination: Spring Quarter

In the spring quarter the focus is on the content and form of the arts in historical and cross cultural perspective. The courses emphasize shifting cultural assumptions -- verifiable both historically and analytically -- in art works of different epochs and cultures. A major objective is for the student to recognize art's paradoxical function as recorder and shaper of successive eras in human and aesthetic history.

In the television course, "The Lives of Dr. Faustus," a major legend in Western Culture, its development, impact, and major artistic formats and changing messages. Itself comprised of a variety of art forms (dramatic readings, three major films, the original production of a puppet play, and excerpts from operas and other musical compositions, and the visual arts) the television course examines Faust as dealing with a central theme in western human experience from Byzantium to modern France and America, and its spread into non-western cultures. The course operates on many other levels - how a historical figure living at a critical time becomes the embodiment of a key cultural concept - knowledge, eternal life and power, and the limits of human beings, and how this legendary figure moves through different historical epochs giving symbolic meaning to a wide range of views on the key theme. It also looks at how specific art forms translate the "art of the imagination" into specific experiences for the artist and the viewer.

The spring workshop course is seen as a "genre" course. In it, an instructor (usually with the advise and consent of the workshop students) is free to develop whatever "genre" in art can be used as an in depth example of the relation of form to content. Philosophical problems, the development of typologies, are also seen as being proper for the spring workshop course. In the course, the student often compares and contrasts various generic developments, (e.g. a course tracing the evolution of the novelette, a comparative poetry or drama course.) Sometimes a thematic problem provides the focus (e.g. the problem of "limits", "death", "knowledge","love", "beauty"). Sometimes the student may explore and analyze the variation of the sense of "hero" over various historical epochs and art forms. The television course has worked well in conjunction with such courses as these.

The conference course has dealtwith a wide variety of other approaches to the theme of the Arts of the Imagination.

The TV Course — Arts of the Imagination: The Lives of Dr. Faustus

READINGS

The Lives of Dr. Faust ed. E. Bockstael, Urban Humanities Reader, US/WC

C. Marlowe, The Tragedy of Dr. Johann Faustus

J.W. Goethe, Faust, trans. Walter Kaufmann, Doubleday-Anchor.

Course Description:

The legendary figure of Doctor Faust was born nearly five hundred years ago in the ferment of Renaissance and Reformation Europe. It has developed over the centuries into a symbol of Western man and his relentness pursuit of knowledge. During the 55 half-hour television series we will explore, in collaboration with many scholars and artists from this as well as other universities, cities, and cultures, the historical, mythological, artistic and ideological dimensions of the Faust legend from the 16th through the 20th century.

In addition to lectures and discussions, the series will include dramatic readings, three major films as well as a number of short films; about 1,000 reproductions of engravings, paintings, letters, and woodcuts found in the collections of distinguished libraries and museums here and abroad; original production of a marionette play and folk song; excerpts from operas and other musical compositions.

Broadcast Times:	Monday through Friday	6:30-7:00 am	Channel 4 NBS
	Monday through Friday	6:30-7:00 pm	Channel 56 WTVS
	Monday through Friday	3:00-3:30 am	Channel 4 NBC
	Sunday	7:00-9:30 am	Channel 56 WTVS

(editors note: At the time of this writing over 2,000 working adults have taken this course for credit through US/WC. Other colleges have also used the broadcast course in relation to a wide variety of course offerings. Many tens of thousands of people have watched this course and individual programs on their own. The 3:00-3:30am showing for late shift workers also had the effect of reaching late-late-late night TV viewers who had nothing else to watch in the Detroit area at that time. Watching some of the Faust dramatizations and graphics at that hour in the morning could have some rather terrifying implications to those not totally immune from mythology and fear of mefisto.)

The TV programs

Introduction
Faust: Truth and Fiction I
Faust: Truth and Fiction II
1587 - The History of Dr. Faustus, the Notorious Magician and Nacromancer I
1587 - The History of Dr. Faustus, the Notorious Magician and Nacromancer II
Pact and Damnation
The Theophilus Legend - Byzantium
The Reformation Faust
Christopher Marlowe's Dr. Faustus I
Christopher Marlowe's Dr. Faustus II
Christopher Marlowe's Dr. Faustus III
Christopher Marlowe's Dr. Faustus IV
The People's Faust - Volk Buch, folk dramas, and the puppet play I
The People's Faust - Part II
Faust and the Art of Puppetry
Faust and the Folkballad
Goethe - a genius in his times
Goethe - a genius in his times
Goethe's Faust I
Goethe's Faust II
Goethe's Faust III
Goethe's Faust IV
Goethe's Faust V
Goethe's Faust VI
Goethe's Faust VII
Goethe's Faust VIII
Goethe's Faust and the Arts I
Goethe's Faust and the Arts II
Goethe's Faust and the Arts III
Goethe's Faust and the Arts IV
Goethe's Faust as a musical scenario I
Goethe's Faust as a musical scenario II
The Faust settings of Berlioz, Gounod and others I
The Fuast settings of Berlioz, Gounod and others II
Faust in America I
Faust in America II
Faust in America III
Faust in the 20th Century I
Faust in the 20th Century II
Faust in the 20th Century III
Murnau's Faust I
Murnau's Faust II
Murnau's Faust III
Murnau's Faust IV
A Faust of the 1950's
The Beauty and the Devil I
The Beauty and the Devil II
The Beauty and the Devil III
The Beauty and the Devil IV
The Beauty and the Devil V
Sympathy for the Devil
The Faust Legend - A Summary
The Faust Legend - A Discussion I,II, III

The TV Reader — The Lives of Dr. Faust ed. Eric Bockstael

Table of Contents

An Introduction: Ancient and Modern Versions of the Faust Myth
Faust and His Time: The Renaissance, Humanism, and the Reformation in Germany
The Historical Faust
The English Faustbook
    The Historie of the Damnable Life and Deserved Death of Doctor John Faustus
The Concept of the Devil and the Myth of the Pact in Literature Prior to Goethe
Marlowe's Doctor Faustus: A Study in Conventions
The Popular Faust
    The Puppet-Play of Doctor Faust
    The Just Judgement of God Shew'd upon
    Dr. John Faustus
    The Folkballad
Goethe's Faust in Music
    A Scene-by-Scene Outline of the Goethe, Berlioz, and Gounod Faust Settings - plus a Collated Guide to the Three Texts
    Faust and the Fading of the Romantic Dream
    The Damnation of Faust - Berlioz
    Faust - Gounod
Early American Fausts
    The Birthmark
    Ethan Brand (excerpt)
    Moby Dick (excerpts)
Faust in the Twentieth Century
    The Progress of Faust
    "My Faust" (excerpt)
    Faust in Film: A Modern Medium for a Traditional Legend
Legend and Myth

In addition to the reader, there is a HINTS FOR READING which is made available to the students taking the course.

The Conference Course — Utopia and Distopia and Science Fiction
April 15-16, May 17-18, 1978

LECTURES AND EVENTS

Fortitude a dramatic presentation	Kurt Vonnegut
Science Fiction and the Uses of Knowledge	a lecture by Adam Frisch
Planet of the Apes and Science Fiction in Other Cultures	Kamal Shukla
Science Fiction and Mass Culture	A.J.Burdys
Film: Trip to the Moon	
Origins of Science Fiction Films	lecture by Jim Hart
Science Fiction and the Fantasy Painters	lecture by Hope Palmer
Film: Frankenstein	
Utopian and Distopian Themes in Frankenstein	lecture by Leanoard Isaacs
Science Fiction: The Literary Dimension	Lecture by G. Klein and C.Rollyson

The Conference Course (cont'd)

Film: The Forbin Project	
Film: Phantom of Paradise	lecture by Saul Wineman
Debate: The Voices of Utopia and Distopia	faculty and students

in addition to workshops discussing lectures and films, the students presented their projects in given workshop and at the end evaluated the conference course.

The Conference Course
Arts of the Imagination

April 26-27, 1975
May 9-10, 1975

Childhood and Imagination

The purpose of this conference is to stimulate reflection on how the ault's perception of the world is shaped by experiences of childhood. Presentations of lectures, slides, and films will attempt to cover the topic of childhood from the perspectives of psychology, literature, and the arts. Workshop themes for the conference have been chosen because of their connection to the development of consciousness in the child and the adult.

Each student will be expected to participate in one of the seven Conference Workshops. These workshops will be organized around the following themes:

1) Childhood and the Urban Environment
2) Childhood and Working Parents
3) Childhood and the Role of Artistic Expression
4) Childhood and the Mass Media
5) Childhood and Religion
6) Childhood and Sensuality/Sexuality
7) Childhood and Learning (Formal and informal)

Students in each workshop will collectively organize a project during the first weekend of the conference, the results of which they will present to the whole conference on the second weekend.

Each student will also be required to complete a take-home examination on the various topics presented during the Conference and on the required reading material. The examination will be due the 11th week.

Required Readings:	Erik Erikson *Childhood and Society*
	James Baldwin *The Fire Next Time*
	Conference Anthology

Supplementary Reading:

Phillip Aries, Centuries of Childhood
Shulamith Firestone, The Dialectic of Sex
Ned O'Gorman The Wilderness and the Laurel Tree
Kenneth Koch, ed., Wishes, Lies and Dreams
Henry Roth, Call It Sleep

LECTURES AND OTHER EVENTS

Theories of Child Development	Harold Stevenson, University of Michigan
"Issues of Child Development"	Panel Discussion
Film: The Wild Child	Followed by small workshops
Initial Meeting of Project Workshops	
Children and the Poetic World	Ron Padgett, Poet and Delaware Schools
Film: People Soup	
Film: Childhood Memories of James Baldwin and Hubert Humphery	
Project Workshops Meet Again	
Survey of Children in the Visual Arts	Lecture and slides: Jacobs/Cowan
Children and Painting	Lecture
Reports from the Seven Workshops	At Second Weekend Conference
Final Exam	

Workshop Course — **Arts of the Imagination**

Spring 1974

Drama Workshop
Mel Conway

Readings :

Sean O'Casey	Five One Act Plays	MacMillan
Woodie King and Ron Milner	Black Drama Anthology	Signet
Alexander Solzhenitsyn	The Love Girl and the Innocent	

Workshop Course — **Arts of the Imagination**

Spring 1974

Introduction to Literature
Mary Lee Fields

READINGS:

Twelve Poets	Leggett and Steiner,	Holt,Reinhart and Winston
Fiction	Jerome Beaty	W.W. Norton
50 Great Short Stries	Milton Crane	Bantam

Assignments:

Two short papers in the first half of course in class.
Two longer papers at home during the second half of quarter.
Individual conferences to discuss the papers

Workshop Course
Arts of the Imagination

Spring 1974
The Folk Tale
Alex Cushnier

Folk Tales have filled a variety of needs for man. This course will examine myths, legends, explanatory and moral tales, anecdotes and jokes, and folk songs from different cultures to develop an understanding of:

1. The nature and form of the folk tale
2. The interaction between folk tales and man's concerns
3. The influence of mass communications in urban America on the story-telling tradition
4. The use of folk tale by interest groups in the urban American setting
5. The folk tale as living art

Readings:	African Myths and Tales,	Susan Feldman	Dell
	Things That Go Bump in the Night	Louis C Jones	Hill and Wang
	Folk Tales of Hungary	Linda Degh	Chicago
	Folk Tales of Norway,	Reidar Christiansen	Chicago
	The Study of American Folklore,	Jan H Brunvand	Norton

Workshop Course
Arts of the Imagination

Spring 1974
The Visual Arts
Susan Cowan

This course will attempt to explore and analyze the visual arts, seen in their broadest context both as formal creations and collective expressions. Each class section will be devoted to a particular aspect of the visual arts - the formal language of various media (painting, sculpture, architecture, etc) problems of style and interpretation, art as functional or use-oriented creation, as collective creation in certain non-western cultures (such as African and pre-Columbian art), and the propagande commodity function of art in the modern world.

The class will usually meet indoors, using slides and photographic reproduction of the works to be discussed; however, several sessions will take place in the Detroit Art Institute and - time and weather permitting - there may also be a visit to some local Detroit churches or other buildings. The students will be expected to make frequent use of the Art Institute as a regular part of their class assignments, and to take notes on the works to be discussed in class. They will also be required to write a few brief papers on these works.

There will be two required textbooks. Other than the few written assignments, regular attendance and participation in class discussions will be prerequisite for completing the course.

Steen Rasmussen, Experimenting Architecture, MIT Press, Cambridge
Dale G. Cleaver, Art: An Introduction, 2nd ed. Harcourt,Brace

Workshop Course — Arts of the Imagination

Spring 1975

The Novel
K.K. Shukla

As an art form, the modern novel is one of the most popular modes of humanistic expression. The course will not attempt to present a traditional survey of novel; it will examine the nature of aesthetic experience manifested through novels as artistic productions. For this purpose, the course will explore the special norms and problems of novel as genre and familiarize the students with such relevant material as would enable them to form a more enlightened view of its aesthetics.

Required Readings:

Seven Short Novel Masterpieces	Popular Library
Henderson the Rain King	Fawcett Crest
A Farewell to Arms	Scribners

Workshop Course — Arts of the Imagination

Spring 1976

Drama
Lorraine Roeback

The workshop will concentrate on three types of drama: the tragedy, the problem play and the play of social comment. The course will begin with a comparison of classical, Elizabethan and modern tragedy, with a focus on the character of the tragic hero as he was defined by Artistotle's On Poetry and Style. In this classical framework, comparison and contrast will be drawn among the characters of Oedipus, Willy Loman, Brutus and Ivanoff.

The second part of the workshop will be devoted to the nineteenth century problem play and the twentieth century play of social comment, broad categories which arose from the eighteenth century drama of middle-class life and problems. The realistic and anti-realistic traditions in drama, as well as the school of expressionism, will be discussed in this latter section.

Required Readings:

Aristotle	On Poetry and Style
Sophocles	Oedipus Rex
Arthur Miller	Death of a Salesman
William Shakespeare	Julius Ceasar
Anton Chekhov	Ivanoff
Henrik Ibsen	A Doll House
Edward Albee	The American Dream The Zoo Story The Sandbox
August Strindberg	The Stonger
Karel Capek	Rossum's Universal Robots
Leroi Jones	Dutchman and the Slave
Clifford Odets	Waiting for Lefty

Some films will be shown in class, and theater performances attended.

Critical Perspectives on Everyday Life

The summer curriculum is composed of courses designed to develop critical analyses of issues common to everyday life. By employing philosophical and psychological perspectives to evaluate familiar and even routine experience, students develop skills of analysis and synthesis within a familiar thematic context. A major objective is to separate component parts ofexperiential material so that organizational structures may be understood. This process involves identification of the parts, determination of the relationship between parts, and the recognition and definition of relationships between parts, and the recognition and definition of pertinent principles. Emphasis is placed upon specifying the structural form of material whose content is already known. This approach is also designed to make criticism and aesthetics operational skills among our students.

The workshop course, "Critical Perpsectives on Everyday Life" focuses on any one of a number of elements of popular culture: television, film, advertising, popular music, best-sellers, etc. The thematic and formal elements of material designed for mass consumption are identified, the philosophical implications and significance discussed, and the psychological appeal and effects determined and evaluated. Analytic as well as thematic texts are included in the required course readings.

The television course, "Play and Leisure" examines leisure and play as important foundations of culture. The scope ranges from a focus on social forms of play such as sports and games to an analysis of the playful dimension of art, philosophy, and science. The relationship of play and leisure to work, learning and creativity are constant themes.

The Television Course — Play and Leisure

Defining Leisure
Play and Leisure and Introduction
Personal Perspectives on Leisure
The Leisure Test
Work and Leisure
Leisure and Work

Defining Play
Play in Human Culture
Play and Leisure in the Past
Play and Leisure in the Present - The Commodity Culture
Play and Leisure to Come - Two Alternative Futures
Review

The TV Course Continued

Play and Its Champions - Sport and the Sports Hero
Historical Heroes of Professional Play
The Jeffries-Johnson Fight (1910)
Hero on the Spot I
Hero on the Spot II
The Athlete as Moral Model I
The Athlete as Moral Model II
The Sports Heroine
Athletes in Art
Art in Athletes
Review

Forms of Social Play
Play as Ritual I
Play as Ritual II
Play as Ritual III
Play as Ritual IV
The Game of Love I
The Game of Love II
The Game of War
Play as Therapy I
Play as Therapy II
Review

Art as Play
Mimes at Play I
Mimes at Play II
Children's Theater
Backstage Essay
Drama in Rehearsal
Playing Music
Playing Music
Play and Modern Art
Play and Modern Art
A Visit to David Smith Country
Word Play I
Word Play II
Word Play III
Review

The Play of the Mind
Thinking for Fun and Profit
"Baldy's Saloon" B.S. Field Jr. I,II,III
About "Baldy's Saloon"
The Science of Play I,II,III
Review I,II

There are three reading materials which accompany this course:

Play Book which serves as a guide for the TV Course
Play & Leisure: the literary record ed. Michael Daher
Play & Leisure: the critical context ed. Michael Daher

Play Book Table of Contents

The Leisure Game
The National Leisure Test
Leisure Calendars
Word Log and Place Log
Work and Leisure Interview Forms
The Pie ... The Slice of Life Exercise
The Alternative Game
The Utopia Exercise
The American of Play and Leisure
Definitions of PLAY,LEISURE and GAMES
Play Parable
Comment, by Russel Baker
BOOKSHELF: Play and Leisure

Viewpoint
Problems on Sports in America
Health and Sports
the 5 million dollar no-cut contract game
BOOKSHELF: Sports

The Great American Childhood Flashback Game and Research Project
Children's Play
Play Therapy
Ritual
The Courtly Love Game
Lovin' On the Detroit Circuit Game
BOOKSHELF: Children and Social Play

Mime Exercises
Music: Lyric-Writing Forms
Expression in ART
Concrete Poetry
Poems by Jay Meek
BOOKSHELF: Literature and Art

MIND PLAY and Creativity
The Daydream and Fantasy Games
Baldy's Saloon and Your Own Philosophical Party
A Probability Game
"Brahma" By Ralph Waldo Emerson
Wittgenstein and a Word Game
The P & L Crossword Puzzle
Computers
BOOKSHELF: Play of the Mind

P&L Specials for Summer'77
More of the above
The Kid's Kalendar
DETROIT ADVENTURE _ The Walking Tour
Build Your Own Playground!
The Sunday Afternoon Clean Out Your Garage or Closets Game

Evaluation Form (To Be Given to the Workshop Instructor at the End of the Term)

Play and Leisure: The Literary Record

Table of Contents:

Introduction
Prefatory Note

SECTION 1 Play versus Work

The Courtship of Arthur and Al	James Thurber
The Other Side of the Hedge	E.M. Forster
The Maypole of Merry Mount	Nathaniel Hawthorne
Work	Henry David Thoreau
When I Heard the Learn'd Astronomer	Walt Whitman
On a Seven-Day Diary	Alan Dugan
A Thousand Clowns	Herb Gardner

SECTION 2 Work into Play

Two Tramps in Mud Time	Robert Frost
Whitewashing	Mark Twain
I-80 Nebraska M.490-M.205	John Sayles

SECTION 3 The Joys of Play

Cry for Me	William Melvin Kelley
The Loon	Henry David Thoreau
Of Swimming in Lakes and Rivers	Bertold Brecht
The Bait	John Dunne
Susanna at the Beach	Herbert Gold
Two Campers in Cloud Country	Sylvia Plath
At Galway Races	William Butler Yeats
Raymond's Run	Toni Cade Bambara
The Secret Life of Walter Mitty	James Thurber

SECTION 4 The Sorrows of Play

The Capital of the World	Ernest Hemingway
Mr. Flood's Party	Edwin Arlington Robinson
The Eighty-Yard Run	Irwin Shaw
Skating	Rudyard Kipling
My Papa's Waltz	Theodore Roethke
Ten Days Leave	W.D.Snodgrass
The Lotery in Babylon	Jorge Luis Borges
The Miller's Tale	Geoffrey Chaucer
Good Country People	Flannery O'Conner

Table of Contents (continued)

SECTION 5 Play and Sport

Big Two-Hearted River Part II	Ernest Hemingway
Hairy Gertz and the 47 Crappies	Jean Shepherd
The Old People	William Faulkner
The Death of Benny Paret	Norman Mailer
Sonny Liston	Jay Meek
The Jockey	Carson McCullers
The Slump	John Updike
Casey at Bat	Ernest Lawrence Thayer
Tennis	Roger Angell
Old Tennis Player	Gwendolyn Brooks
Runner	W.H. Auden
Jump Shooter	Dennis Trudell

Biographical Notes

Play and Leisure: the critical context Table of Contents

Introduction
Prefatory Note

Section 1 Definition of Play and Leisure

The Religious Origin of Ideas About Play	David I Miller
A Philosophical Definition of Leisure	Paul Weiss
Nature and Signifiance of Play as A Cultural Phenomenon	Johan Huizinga
Leisure and Work	Josef Pieper
A Consumers' Society	Hannah Arendt
A Biological Foundation for Socialism	Herbert Marcuse
Reading List	

Section 2 Play & Its Champions Sports & the Sports Hero

The Natural Religion	Michael Novak
The Corruption of Sports	Christopher Lasch
The Great American Football Ritual	William Arens
The Athlete as Celebrity	Bill Bradley
Jack Johnson, The Man and His Times	Al-Tony Gilmore
The Chinese Boxes of Muhammad Ali	Budd Schulberg
Reading List	

Table of Contents (continued)

Section 3 Forms of Social Play

Man at Play	Edward Morbeck
The Play-Function of Sex	Havelock Ellis
Paradoxes of Sex and Love	Rollo May
Children at Play	Brian Sutton-Smith
Fairy Tales and Children	Bruno Bettelheim
Reading List	

Section 4 Art as Play

Art and Play	Julius A. Elias
Art as Play: Mime	Carl E. Rollyson Jr.
Sketches on Line Structure, Movement, and Dimension	Paul Klee
Art	Pablo Picasso
A Letter on Composing Music	Wolfgang Amadeus Mozart
The Creative Mind and the Interpretive Mind	Aaron Copland
Creative Writers and Day-Dreaming	Sigmund Freud
Reading List	

Section 5 The Play of the Mind

Fantasy	Harvey Cox
Chasing the Blahs Away: Boredom and How To Beat It	Sam Keen
Pictures of Reason	Warren Shibles
Philosophy for Children	Harry Stottlemeier
Concretization and Symbolization	Arthur Koestler
Mathematical Creation	Henri Poincare
On Being a Scientist	Mitchell Wilson
Reading List	

The Conference Course	Critical Perspectives on Everyday Life
July 24-25, 1976 August 14-15, 1976	History, Identity, Imagination: 1776-1976

Through lectures, dramatic presentations, and films we will investigate the social, cultural, and artistic environment of two distinct, but interrelated, historical periods. The investigation of the language, art, and activity of these periods should help us to decipher the main signposts of the history, identity, and imagination surrounding the years of 1776 and 1976. During the first weekend we will consider the artistic, social, and political life of the late 18th century with the specific emphasis on the background and impact of the revolutions in America and France. During the second weekend we will examine the social and cultural environment of contemporary America with particular emphasis on those factors, e.g., the media and technology, that have radically distanced us from the artistic, social, and political worlds of the late 18th century.

LECTURES AND EVENTS

The World Behind the American Revolution

A Tour Guide of Greenfield Village and the Henry Ford Museum	
"The Political Rhetoric of the American Revolution"	Mulford Sibley
Everyday Life, Urban Folk, and the American Revolution	Alfred F. Young
Individual Workshop Meetings	

The World Behind the French Revolution

"The Enlightenment: The Heat of Ideas in the French Revolution"	F. Richard Place
"The Last Refuge: Symbols of Patriotism in 18th century France and America"	Jon George
"The Visual World of the 18th Century Artist"	Lealan Swanson
Film: Tale of Two Cities	
"The Crowd in the French Revolution"	Kris Lessins
Individual Workshop Meetings	

The Medium and the Message

Media Journalism and the Dissemination of Ideas	S.Wineman/R. Scott
The Literature of Everday Life - graffiti and everyday signs	Peter Nargoney
Film: Putney Swope	
Advertising and the Image of Women	Michele Russel
Individual Workshop Meetings	

The Conference Course (continued)

Technology, Communication and Self-Expression

Technological Change Since 1776	Dale Barbu
Technological Change and Its Impact on the Arts	Panel Discussion
Film: Medium Cool	
History, Identity, Imagination: 1776-1976	Fran Shor
Individual Workshop Meetings	

REQUIRED READINGS

The conference reader including primary documents.

WRITTEN ASSIGNMENTS

Respond to study guide questions on both weekends of the conference. (These were handed out in advance.) Each student will be responsible for a project which will tie in either the first weekend of the conference with the TV course or the second weekend of the conference with the workshop.

SUPPLEMENTARY READINGS FOR PROJECTS

Weekend I

Staughton Lynd,	The Intellectual Origins of American Radicalism
Edmund S. Morgan	The Birth of the Republic, 1763-1789
Russel Nye	Cultural Life of the New Nation 1776-1830
Georges Lefebvre	The Coming of the French Revolution
E. J. Hobsbawm	The Age of Revolution, 1789-1848
Walter Friedlander	David to Delacroix

Weekend II

Marshall McLuhan	Understanding Media: The Extension of Man
William Hammel, ed.,	The Popular Arts in America
Philip Slater	The Pursuit of Loneliness
Jules Henry	Culture Against Man
Herbert Schiller	The Mind Managers
Betty Friedan	Feminine Mystique

The Workshop Course
Summer 1978

Critical Perspectives on Everyday Life

Students were asked to read the Feinstein/Angelo and the UNESCO works on the US/WC program and develop a paper on their own educational needs and experiences in the program. Other books on adult education and higher education for working adults were to be taken out of the library as part of the term project.

THE THIRD YEAR: Science and Technology

In understanding the curricular structure of the third year it would be helpful to present some of the central goals which it is trying to reach. These goals have been articulated as civic, practical and cultural literacy in relation to science and technology. At other times they have been listed as the following:

1) To increase the student's knowledge of limits on science and technology with regard to solving problems and setting value objectives;

2) To increase the student's knowledge of how new scientific discoveries and rapidly changing technology impact society;

3) To increase the student's knowledge of scientific concepts under which science and technologists operate;

4) To increase the student's ability to read and interpret critical scientific information;

5) To increase the student's ability to deal with the inter-relation of science and technology with social and cultural realities and values;

6) To increase the student's insights by studying how our society in the past and other societies have deal with science, technology, and their impact on human life.

The means of achieving these goals has varied as this part of the curriculum has developed* One of the variations has been where to start and how to proceed. In this report we have chosen to use the following progression:

Fall: Values, Technology, and Society
Winter: Changing Life on Earth
Spring: Energy and Society

Another means of organization indicates the underlying approach but follows a different progression. It is divided into five areas:

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* At one time there was a fourth quarter to the course called Science and Discovery. The TV series used a number of Open University films.

1) Problem Solving in Science
   Dealing with both Math Skills and Systems Problems (e.g. Design a closed system in which one could survive); emphasis on problem solving processes and scientific thinking.

2) Changing Human Development
   Dealing with integrated concepts from Human Biology, Bioethics, physical anthropology, psychology, linguistics, cultural history, etc.

3) Energy and Society
   Dealing with concepts from Physical Sciences with energy flow as a theme; social outcomes of change in energy demand and supply; impact of future energy systems on natural, social, and cultural environment.

4) Technology and Environment
   Dealing with concepts of population growth, technological impact on the natural environment, on the social environment, on the value system and quality of life, etc.

5) System Structure and Function
   Dealing with holistic operation of various systems - weather patterns, space colonies, solar system, agricultural systems, urban systems (as examples).

The effort in this part of the educational experience is to bridge the gap between the two worlds of thought and values that C.P. Snow so articulated described nearly a generation ago. The wide range of experience and expertise in this area which exists among a working adult study body does not make this an easy task.

Values, Technology, and Society

This quarter provides a multi-disciplinary approach to the impact which technology has had upon human society, incorporating and interrelating concepts from philosophy, history, sociology, anthropology, and the arts, as well as science and technology. It is based on the assumption that we are surrounded by machines, gadgets and artificial products of modern industry; that our lives are protected, threatened, enriched, impoverished, and sometimes nearly determined by these processes and things; and that this has been a growing part of the human condition since pre-historic times.

The course is divided into two major sections -- The history and impact of technological change and some methods used to study technological change. The major sub-themes of the first section are:

1) Dynamics of Technological Change
2) Human needs and ways and means of satisfying them
3) Interaction of technology and social organization
4) Technology and ecology

The second major section of the course deals with modelling, other means of technological assessment, and, in conclusion, a summary section on the nature of humanistic systems. These major themes and sub-themes must be understood in terms of overlap of program material rather than a more easily understood linear presentation of the subject matter.

For the first half of the course the student is introduced to the complexity of technological -- social relationships of the past, modern, and possible future societies. An interesting **activity** in this section is the establishment of technical-aesthetic interconnections, **as well** as the more usual concern with economic and political aspects of technological change.

The second half of the series exposes the students to several different methods, made possible by modern technology, for evaluating the problems of future technological change. Following their exploration of physical models, the students are exposed to mathematical model building and the debates which surround the limits of growth models. The course concludes with an overview analysis of values, technology, and society by introducing three hierarchies of complexity by which the world is studied:

1) The Hierarchy of Constitution showing the organization of living and non-living systems;
2) The Hierarchy of Concepts which applies to the organization of disciplines of knowledge;
3) The Hierarchy of Control which shows the kinds of feedback and regulation occuring at different levels of complexity.

The relationship between the television course and the conference and workshop courses has been much tighter in the Science and Technology Year for a number of reasons related to skill development, conceptual learning in the sciences, and proclivities of some scientists and technologists in pedagogy and curricular organization. This is evdenced by the common nature of the workshop courses between individual faculty and the greater inter-relatedness of functions between these three delivery modes.

The Television Course — Values, Technology and Society

Technology is examined as a human activity that reflects society's needs, desires and values. The social implications of technology are explored and the concept of technological system is developed. The history and evolution of technology is studied, particularly as it has influenced contemporary life and planning for alternative futures in both developed and devloping nations. Modern techniques of decision making and technological interactions are also considered.

The series uses an interdisciplinary approach and a wide range of visual techniques.

Unit I Introduction to Values, Technology, and Society Studies

The Utopia Game Parts I, II, III
The Machine Image
The Politics of Technology

Unit II Communications Technologies: Case Studies in Technology, Culture and Values

Technology and the Written Word Parts I, II
Technology and Music
Information
The Future of Communication

Unit III Case Studies in Technological Development

Stone Age Technology
The Gribeauval Artillery System
The Birth of Research and Development (R&D)
Modern Research and Development

Unit IV Technological Transfer and Technological Dependence

Ethics of Energy Ascquisition
The Snowmobile Revolution Parts I, II
Drought in the Sahel Parts I, II
North-South Transfer of Technology

Unit V Impact of Technology on Work, Leisure and Mental Health

The City of the Sun
Technology of Work
Technology and Mental Health Parts I, II
Technology and Minority Interests
Technology and Cultural Traditions

The Television Course (continued)

Unit VI Introducing "Modelling"

The San Francisco Bay and Delta Model
Urban Modelling
Transport Modelling

Unit VII Limits to Growth: Models of the Future and Critiques

The Limits to Growth Parts I, II
Critiques of Limits to Growth
Futures Debates of the Past
Forecasting: Possible or Useful ?

Unit VIII Alternate Models of the Future

Strategy for Tomorrow Parts I, II
A Model for the Third World Parts I, II
Economics, Technology, and Vulnerability Parts I, II

Unit IX Technology and Ecology

The World Biosphere Reserve Network
Marxism and Environment
Technological Revolution and the Soviet Union Parts I, II
New Towns in France

Unit X Technology Assessment

The Machine World
Ideology of Science
Technology Assessment and Remote Sensing

Unit XI Transformations of Scale

Transformations of Scale
Technological System and Hierarchy of Need Levels Parts I, II
Toward a Humanistic Systems View Parts I, II

An extensive Television Study Guide : Eric Fenster and Sandy Orlow eds. *Values, Technology and Society: Television Notes*, US/WC 1977 is part of this course and serves as its text. Charts, tables, reprints, plus detailed materials on each program are included.

The Conference Course	Values, Technology,Society
1978	"Food, Technology,Society"

This conference will explore the technological, social, historical, cultural, and economic aspects of food production.

A Special Reader was prepared for the Conference.

EVENTS AND LECTURES

The Geography of Food Production and Hunger	Gordon Hinzman (Geog)
The Green Revolution	Gayl Ness (Sociology)
Film: The Harvest of Seasons	Jacob Bornowski (Biol)
The Human Impact of the Green Revolution	Kevin Shea (Technol Assess)
Workshop Study Groups	
Film: Whole Earth's Invisible Colors	multi-spectral sensing
Film: Slash and Burn Agriculture	Nicaragua
The Organic and the Industrial Agricultural Revolutions	John Broomfield
Film: 3900 Million and One	rural India
Agricultural Revolutions	John Broomfield (Hist)
The World Economy: Food Production and Distribution	D. Levey (Economist)
Film: Farming is Farming	family farming USA
Workshop Study Groups	
Film: Supergoop	children's breakfast
Film: Changing Food in Changing Times	contemporary food habits
Comments on films and Nutrition	Gemma Lanna (Health Dept)
Film: Eat , Drink and Be Wary	
Film: The Other Way	E.S. Schumacher
The Role of Appropriate Technology in Food Production in the USA	Kirk Marckwald (Califor. Governor's Office)
Film: The New Alchemists	MIT
The Future of Appropriate Technology	Kirk Marckwald
Workshop Study Groups	
Film: Can We Fish Again	PCP and PBB in Michigan
A Short History of Food Technology Since 1850	Fred Wacker (Sociologist)
Chemicals and Health	David Dull (Sci/Tech)
Increasing Plant Growth Through Chemical Means	Jennifer Jones (Hortic.)
The Operation of a Solar Greenhouse in Michigan	Catherine Rising
Conference Summary	
Workshops	

(Note: all films are followed by panel discussions and questions.)

The Conference Course — Values, Technology, Society

1977 — "The Automobile"

LECTURES and OTHER EVENTS

Opening Remarks	
Film: Changing Architecture of the Automobile	
Combustion on Wheels	Leslie Henry Curator of Transportation Collections,HFM
The Auto Industry and the Detroit Area	David Lewis (BusAd UofM)
Film: Auto-Workers, Americans at Work	
The Worker and the Line, A Review	Warner Pflug, Archivist WRL
What is it like to work on the line ?	US/WC student panel
Film: A Factory	
Discussion Groups	
Measurement of Community Air Pollutants	Peter Warner (Health Dept)
Health Effects of Automotive Exhaust	Ralph Smith (Schl PubHlth)
Discussion Groups	
Controlling Automotive Emissions - Symposium	L.Higdon (EPA), W.Brehob (Ford), G. Barnes (GM) N.Henein (WSU)
Film: But is this Progress ?	
Discussion Groups	
Film: Great Love Affair	
Issues in Public Transportation	J. Dunn (ExecDir Mich Pub Trns)
Discussion Groups	
Alternative Transportation in the Detroit Area How to spend $600 million ?	G. Krause (Dir Planning) SEMCOG B. Peek (Mgr CommRel) SEMTA J. Kanters (Dir.) Detroit Department of Transportation
Film: City - Cars or People	
Discussion Groups	
Film: Transportation Revolution, The Story of America's Growth	
An Auto-Biography, Decades of Design	C.Mashigan, Mgr of Jeep Styling AMC
Government and the Automobile of the Future	J. Morris (Mgr GM)
Film: Where Have All the People Gone ?	
Current Automobile Safety Regulatory Efforts	P. Cooley (UfoM)
Sex and the Automobile	D. Lewis (UofM)
Discussion Groups	

READINGS: James Flink, The Car Culture

(Note: This was the common workshop for the quarter in 1977)

To Workshop Instructors:

The Theme of the VTS workshop is "Computers and Society". We have chosen computer technology as the in-depth case study to complement the theoretical and historical material in the TV course.

PRIMARY OBJECTIVES

We have set three primary objectives for the workshop course:

1. To demystify the computer as a man-made and controlled instrument of technological society;

2. To familiarize the students, as workers and consumers, with the capabilities, capacities for error, and applications of computer systems;

3. To develop awareness and comprehension of the social impacts of computer technology.

TEXTS AND MATERIALS : CONTENTS OF WORKSHOP INSTRUCTOR'S KIT

Text: Computers and Society, S. Rothman and C. Mosman
Beginner's Guide to Computer Programming
Materials: Photocopy of Computers at Work
Welcome to Science and Technology
Course Objectives and Outline
Suggested Workshop Timetable
Instructors Manual for Beginner's Guide to ......
Memo on Math/Science Tutoring
Math review materials
Description of Computer Problem and Demonstration

The textbook was chosen as a set of readings providing a balanced course of study towards the objectives above. To supplement the text in the area of computer systems applications we have included in the instructors workshop kit a photocopy of Computers at Work, which is out of print, containing interesting studies of applied computer systems available for workshop activitiy.

SECONDARY OBJECTIVES

There are several secondary objectives which, we believe, will support achievement of the three primary objectives in the workshop:

-Familiarity with computer hardware
-Elementary skill in systems analysis
-Elementary arithmetic skill

Workshop Course (continued)

Pursuant to these secondary objectives, we will have available to each workshop an in-class computer demonstration. For details see attached description. The students can actively participate in the demonstration and are thus provided with a Beginner's Guide to Computer Programming, especially prepared for use in this workshop. Examples and exercises in the Guide will prepare students to participate in a demonstration of a simple iterative calculation by the computer.

A FINAL WORD

The materials we have assembled for this workshop are more than any one class will be able to use during the ten week quarter. This overabundance is intentional. It has been the (unwritten) policy of the Science and Technology Division to allow individual instructors latitude, within the basic framework of the course theme, to develop their own workshop course and activities. The resulting diversity has value because the needs and interests of our students are diverse, both within each workshop and throughout the program from module to module. Moreover, experimentation with curriculum and delivery will lead us to being able to provide a better educational program.

We hope that as you choose among the enclosed materials, or as you prepare your own materials, you will maintain a balance among the course objectives.

Finally, the VTS course committee would appreciate your feedback about our chosen objectives and materials as well as those of your own choosing.

Workshop Course — Values, Technology and Society

1976 — Intro. To Technological Assessment

Texts: Man and His Technology
Values Analysis Procedures Reader
Math Work Book

Introduction to Technological Decision Making
The Role of Assessment: The Case of a Preventative Health Care System
Elements of Decision Making
Optimization Techniques: Cost/benefit Analysis
Modeling: The Graph as a Descriptive Model
Optimizing Technqiues: Linnear Programming
Population Modeling: The Case of the American Buffalo
Optimization Technique : Linnear Programming
Systems Analysis
Case Studies #1, #2, #3

Changing Life on Earth: Science and Ecology

The focus of this quarter's TV course is on biological questions. Its intent is to show the student how the body functions, how illnesses and diseases are produced and resisted, current theories of molecular biology, evolution, and immunology. In addition, the course attempts to show the interrelationship between biology, technology, and society; it deals with questions such as bioethics, the environment, aging and dying, and health and safety in the work place.

The 55 programs in the course are divided into six units: 1) The cell and the nature of living, 2) genetics and molecular biology, 3) control systems, 4) immunology, 5) evolution, and 6) ecology.

Once the students are introduced to the structure of the cell and the issue of what is life, they are exposed to Mendel's laws, chromosomes and inheritance, or how life reproduces itself. The discussion of DNA and bioethical issues involved in intervention in the hereditary process follows. These issues take up the first half of the quarter.

The series then shifts to an exploration of more complex organisms for an analysis of brain function, immunological control, and disease. Other genetically related topics such as drift and natural selection are explored toward the end of the course, which concludes with an overview of evolution and the bio-geo-chemical cycle.

The associated workshop course is entitled Health and Ecology. The workshops tend to explore in more detail the nature of health, disease, and the delivery of health care. Problem areas receiving the most attention are the variety of diseases, special problems of the aged, poor, women, and minority groups in terms of health care delivery, and alternative models of health care delivery.

The Conference course has dealt with a variety of issues. The one presented here is on Bioethics. It examines the ethical, social political, and legal problems that have come about as a result of scientific and technological advances in biology and medicine.

The Television Course

Science and Ecology

Programs

Nature: A Human Perception
Pangenesis
Mendel's Laws: I, II
Chromosomes and Inheritance
Genes are DNA : I, II
Lysenko vs Lederberg
One Gene - One Enzyme
One Gene - One Enzyme: Proof
The Double Helix
Replication of DNA
Gene Regulation
The Genetic Message
Differential Gene Action: I, II
The Genetic Code
Protein Synthesis
Development: I, II
Cells in Action
Control Systems: Nervous regulation
Control Systems: Hormonal regulation
Locomotory patterns
Brain and behavior
Antigens
Antibodies
Cells of the Immune System
Complement
Antigen - Antibody Reaction
Hypersensitivities
Autoimmune Diseases
Bacterial and Parasitic Infections
Virous Infection
Tumors and Immunology
The theory of evolution
Unity and Diversity
Evolutionary mechanism:
  genetic drift
  natural selection
Physiological evolution
Human evolution
Concepts of Man
The Earth's energy supply
Sun's Energy Source
Nuclear Physics: Sun and Stars
Energy: From Sun to Earth
Electromagnetic Radiation
Impact of Sun Upon Earth
The Nature of the Earth
Earth's Surface and Atmosphere
Ecosystems
Energy flow
Cycling of raw materials
Water
Organisms and the Environment
Early humans and Environment
Freon and the Biosphere
Human Ecology: Water Pollution
Human Ecology: Air Pollution
Poisons, Pests and People I, II
Who Governs Nature
Public Pressures and the
  Environment
The Nuclear Alternative
Planning the Environment

There is an extensive Science and Ecology: TV Study Guide. As in the case of the other Science and Technology TV study guides this publication not only contains extensive information and study questions directly based on the TV programs, but a wealth of supplementary date, charts, diagrams, illustrations, and articles.

The Conference Course	Science and Ecology
1976	Bio-Ethics

LECTURES AND OTHER EVENTS

Bioethics: Meaning and Dimensions	Dan Burke (MedSchl UofM)
Genetic Counselling: Sickle Cell Anemia	Charles Whitten (MedSchl WSU)
Film : Assault on Life	
The Pontius Pilate Syndrome, Genetic Engineering and Bioethics	James Trosko(Med, MSU)
Discussion Groups	
Panel Discussion with speakers above	
Guidelines for Research: DNA recombinates	Dan Burke (MedSch UofM) Art Schwartz (Math UofM)
Reproductive Options	Carol Park Charles Berger (Dept of Public Health, Mich)
Film: Gift of Life / Right to Die	
Dilemmas in Death and Dying	Margaret Maxey, (UofD)
Film: Projection of 70's Medicine	
Ethical Issues in the Allocation of Health Care	J.Rosenberg (Med WSU)
Discussion Groups	
Panel Discussion with speaers	
Film: Charley	
The Rights of Persons in Mental Institutions	M. Cappell
Drug Treatment in Prisons	A. Bronstein/J.Robey
Experimentation on Children	A. Mitchell
Workshops	
Film: Blood of the Condor	
Involuntary Sterilization and Abortion	J. Ellin
Behavioral Psychology and Conditioning	Panel
Human Sexual Conditioning	L. Cantou
Behavioral Conditioning on Institutionalized Persons	G. Kaimowitz
The Detroit Psychosurgey Case	Panel

READINGS; Readings in Bioethics
Questions for Assessing Biomedical Technologies
Study Questions for Readings in Bioethics

The Conference Course — Science and Ecology

1977 — Environmental Quality

Opening Remarks	
Film: What are we doing to our world ?	
Air and Water Pollution	David Dull
Film: Problems of Conservation - Air	
Film: Aging of Lakes	
Pollution and Natural Ecosystems	Joseph Armstrong
Some Fundamentals of Water Pollution	Lois Burke
Alternatives to Current Waste Water Treatment	Frank Adams
Population Growth and Environment	Gloria Hauck
Environmental Contamination from Air Pollutants	Peter Warner
Tour of Detroit Sewage Treatment Plant	B. Rodgers
Why Breathing Clean Air Is Good For Your Health	Norma Shifrin
Current Status of the Great Lakes	Dennis Tierney
Environment: At the Cross Roads	George Neavoll
Administration of the Water Pollution Control Act of 1972	Panel
Water Quality and Land Use: A Dirty Story	Dabney Caldwell
It's Too Bad Ears Don't Bleed: Noise and the Worker	David Bowen
Chemicals in the Workplace	Nathan Head
An Exercise in Desiging an Environment	Marvin Bobes
Plenary Session: Job Safety and Health In Michigan	Rep. Dennis Hertel
Workshops	
Film: Pollution Is a Matter of Choice	
The Reserve Mining Controversy	Charles Dayton
A Holistic Approach to Environmental Quality	Sandy Crlow
Technology Assessment	Mark Berg
Computers and Environmental Quality	Robert Skretner
Your Place in the Sun	Thomas Cunningham
Zoning and Environmental Quality	Donald Brownell
Workshops	
Citizen Suits Under the Michigan Environmental Protection Act	Charles Alpert Thomas Waytes
Workshops	
Regulation of the Automobile Industry: Clean Air	David Dull
Transportation Energy and Emission Control	Charles Elder
Student Presentations	
Workshops	

A special reader was put together for this course.

The Conference Course — Science and Ecology

1978 — Aging, Death, Dying

Film: Reflections on the Life Cycle	
Aging at the Cellular Level	S.S. Han (Bio UofM)
Sensory Changes with Aging	J. Bykowski (Geron UofM)
Workshop Sessions	
Film: Medical Approach to Dying	
Physiological Aspects of Aging	R. Steger (Physio MSU)
Human Sexuality and Aging	
Simulation Game on Aging	
Film: Valley of the Old Ones	
Longevity and Social Implications	E. Fenster (US/WC)
Workshop Sessions and Group Projects	
Film: Death	
Cross Cultural Attitudes to Death and Aging	G. Hall (Psych UofM)
Film: Occupant in the Single Room	
The Aged in the Community	A. Brown (Cleveland Comm)
Film: See No Evil, Portrait of a Late Life Relationship	
The Aged in Institutions	D. Schorr
Film: The Wild Goose	
A Sound Mind in a Sound Body	O. Henderson (UofM)
Film: Why Risk a Heart Attack	
Video Tape: The Resolution of Mossie Wax	
Workshop Groups	
Film: Death in an Institution	
Terminal Patient Care	Rev. R. Weedan
Film: To Die Today	
Film: The Right To Die	
Ethics, the Death and Dying Bill in Michigan Legislature	Dr. R. Benjamin Rep. D.Hollister
Workshop Discussions	
Group Projects	
Film: Social Security, How Secure ?	
Social Security in America	R. Kehoe (SocSecAdmin)
Commentary on 1977 Amendments to Social Secuirty Act	Panel
Commentary on Women and Social Security	N. Kehoe

PRESENTATION OF GROUP PROJECTS BY STUDENTS: 30 presentations

A select group of these are:

- Report on A Visit to an Institution for the Aged
- Crime and Protection of the Elderly
- Post-Retirement Planning in Pre-Retirement Years
- Survey and Plan of Action in Regard to the Death and Dying Bill
- Developmental Crises During the Adult Life Span (Men and Women)
- Meeting Human Needs of the Aged in an Urban Environment-Relative Effectiveness of Public Programs
- Death and the Battlefield - A sharing of War Experiences
- Cross Cultural Attitudes to Aging and Death
- Coping with Death and Dying in the Family

The Workshop Course | Science and Ecology
1976 | Health

READINGS: Marshall Dynamics of Health and Disease

Weekly Subjects

Some Basic Concepts of Health and Disease
Some Background Determinant of Health and Disease
The Analysis and Measurement of Disease
Infectious Diseases
Chronic Diseases and Their Management
Health Problems for Mothers, Children, and the Elderly
Mental Illness
The Social Environment
Trends Affecting Health Care
Resources for Health Care
The Provision of Medical Care Services

A list of study questions for each week was also distributed

The Workshop Course | Science and Ecology
1977 | Bioethics

A special reader BioEthics was prepared for this course. An interesting feature of this major effort was its devision into weekly discussion and debate articles. The weekly themes in the class were:

Introduction of ethical, legal and political implications
  of advances in biology and medicine
Ideas on Health and Sickness
Population Control
Genetic Counselling
Genetic Manipulation
Human Experimentation
Psychosurgery
Behavioral Control: Drugs
Test-tube Babies
Euthanasia

TITLES OF ARTICLES IN THE BIOETHICS READER

Living with the New Biology
The "Sick Role" Revisited.
Models for Ethical Medicine in A Revolutionary Age
A Place to Live, A Place to Die
The WHO Definition of Health
Saying "NO" to Hemodialysis
Ethics and Population Limitation
Procreative Rights and Population Policy
Food Incentives for Sterilization: Can They Be Just ?
Amniocentesis: Techniques and Complications
Practical Aspects of Early Diagnosis
Allegiances of Human Geneticists: A Preliminary Typology
The Threat of Hemophelia
Gene Therapy for Human Genetic Disease ?
Genetic Engineering
Ethical Aspects of Genetic Controls
Genetic Manipulation: Temporary Embargo on Research

The Ethics of Addiction
A Commentary on "The Ethics of Addication"
Medical Research in Prisons
Tearoom Trade: Means and Ends in Social Research
Human Experimentation: The Ethical Questions Persist
Prefontal Sonic Treatment
Psychosurgery: The Courts and Congress
The Boston Candidate
The Overactive Child
Hazards Implicit in Prescribing Psychoactive Drugs
Human Births Reported from Eggs Fertilized in Lab
Out of the Womb - into the Test Tube
Shall We "Reproduce " ?
The Obscolescent Mother
Birth, Death and Technology: The Limits of Cultural Laissez-Faire
The Legal Aspects of Medical Euthenasia
Physicians' Attitudes Toward the Treatment of Critically Ill Patients
Permission to Die
Death by Chance, Death by Choice
The VanDusens' Decision

Each group of readings has discussion or debate questions, and of course lists the author and the source.

Energy, Technology and Society

The "Energy" series was produced in Winter and Spring of 1975 with grant support from the National Science Foundation. The general goals of this course are :

1) To show the students the inter-relation of an economic social problem to the need (and ability) of understanding scientific and technical matters;

2) To explore the way in which policy options arise and what choices are involved in making a decision in relation to such a major issue;

3) To introduce students to the scientific concepts of energy and their theoretical and technological implications;

4) To understand the energy issue itself and the various current and future options and their consequences.

5) To understand the options for an individual in acting on a major issue and the consequences of such action or inaction.

The course begins with a study of fossil fuel origins and production. From there the course moves to a study of several forms of energy (potential, kinetic, and internal) and the student are introduced to the concepts of Chemical Binding Energy and the First Law of Thermodynamics.

The concept of system efficiency is then introduced and given immediate practical application in a program dealing with energy conservation strategies for the home. From there the concept is applied to the more general problem of urban transportation modes, which, in turn, call for some analysis of contemporary life styles.

The student's understanding of energy is broadened to include the concept of efficiency of food production in this country and then to electrical production. Beginning with the operation of fossil fuel power plants, it moves to electrical production by nuclear fission and fusion. The course aids in the understanding of power plant operation and the Second Law of Thermodynamics.

Finally the last major sub-section of the course explores a number of alternative energy sources -- synthetic fuels, solar energy, wind, and ocean currents. The Conference and Workshop courses are closely related to this approach.

The total energy needs of a modern society, including food, transportation, housing, industry, and convenience products are studied to determine the outlook for the future. This is done against a backdrop of the energy system already created to meet our ever growing demands. Emphasis is placed on the role of industry and solving our present energy problems expeditiously and economically. Also, the capability of, and the limitations on technology to continue to satisfy society's demand for more and more energy are discussed and evaluated.

Readings: Energy, Technology, and Society: TV Guide

Programs

The Energy Shortage: Causes and Outlook
Coal
Oil and Gas Reserves: Formation and Extraction
Increasing Oil and Gas Production
Environmental Effects of Fossil Fuel Processing
City Systems I
Energy Flows in Nature
The Resource Production System
Mass and Energy Flows in Cities
Energy and the Waste Disposal System
Energy Forms & Conversions
Energy in Motion
Chemical Elements and Compounds
Chemical Binding Energy
Energy and the First Law

Energy Conversion Efficiency
Efficiency of Energy Systems
Developing a Conservation Strategy
Conserving Energy Around the Home
Energy Conservation in the Urban Transportation System
The Food Production System
Human Food Needs
Increasing Food Production
Efficiency of the Food System
Increasing the Food System Efficiency
Electricity I, II
From Coal to Kilowatts
Limits on Energy Conversion Efficiency
Environmental Effects of Fossil Fuel Power Plants
Nuclear Power Plants
Nuclear Energy
Environmental Effects of Nuclear Power Plants
Breeder Reactors
Energy from Fusion

Television Course (Continued)

Lasers
Laser Applications in the Energy Problem
Electric Power Transmission Systems
Brownouts and Blackouts
Pro's and Con's of Nuclear Power
Hydroelectric Power Plants
Geothermal Power Plants
Oil Shale Reserves: Formation and Extraction
Synthetic Fuels
Energy From Wastes
Solar Energy: Energy for the Future
Direct Conversion of Sunlight to Electricity
Solar Heating in Homes
Heat Pumps
Solar Heating with a Heat Pump
Energy from Winds and Ocean Currents
Economics of Energy: Oil
Economics of the Electrical Power Industry
Economics of Energy: Overview and Perspective
Energy Shortage : Policy and Perspective

Conference Course	Energy, Technology
1978	Solar Energy

EVENTS AND LECTURES

An Efficient Furnace - What Can the Homeowner Do ?	W. Reckinger
Retrofitting an Active Solar System	E. Kelly
Passive Solar Energy	R. MacMath
The Sunworks collector and fireplace water heater	G. Ham
Solar Collector, circulating pump	R. Hendrickson
Wind generators and hot water systems	B. Hanson
High Efficiency Evacuated Glass Tube Collector	G. Conger
Film: Project Sage	
Who Owns the Sun and Other Problems	K. Siegfried
Solar Economics	J. Clark
Discussion Groups	
Warrantees: What Goes Wrong Up On Your Roof	L.Haworth/John Mattila
Film: Energy: Harnessing the Sun	
The Solar Market	W. Heidrich
Solar Policy	P. Smith
Workshop	

Conference Course (continued)

Conference Discussion Groups

The Science and Technology Conferences have always encouraged student choice and participation. This quarter, we are doing this through discussion Groups. Each faculty member has chosen a topic for his/her Discussion Group. The topics are listed below. Each student should choose one of these groups and sign up for it in the lobby during the next Conference. The groups will meet at 10:45 to 11:45 on that Sunday, in place of the workshop group. Group activities should be written up as part of the Log or other assignment.

Topic I:	Individual Economics of Solar Energy
Topic II:	Solar Economics
Topic III:	Solar Energy and Conservation
Topic IV:	Photovoltaic Cells
Topic V:	Here Comes the Sun

A Conference Hand Book with the following content was also published.

Introduction
Conference Schedule
Glossary
Bibliography
Conference Discussion Questions
Film Description

And exhibits were brought both by students and solar energy people.

FURTHER EVENTS AND LECTURES

What is this Conference About	
Taking Notes at a Conference	
Sun Thoughts	J. Grossfield (PIGRIM)
Film: Energy A Matter of Choices	
The Flat Plate Solar Collector	R. Nabozny (Jackson CC)
Film: Challenge of the Future	Discussion groups
Insulation for Solar Homes	D. Cochell
Heat Storage for Solar Homes	J. Olivieri (LIT)
Controls and Solar Systems	B. McCullen
Film: The Solar Frontier	
Labor Looks at Solar Energy	A. Thiel
Videotape: Under the Sun	
Workshops	

READINGS:	Ronald Priskorn	Residential Solar Heating
	Popular Science	Solar Energy Handbook 1978

The Workshop Course — Energy,Technology,Society

Students will consider problems and exercises concerned with energy that focus on the experimental approach to problem solving; that develop mathematical, reading and analytic skills, and that explore fundamental principles that underlie the concept of energy.

READINGS

G. Tyler Miller	Energy and Environment: The Four Energy Crises
US/WC	Readings in Energy Policy
U.S. Government	Nutritional Value of Food

ASSIGNMENTS

Homework essay questions. You are responsible for writing 4 short essays in relation to questions found in Miller Energy and Environment. Assignments will be made in class.

Home experiments. You are responsible for carrying out and reporting on 3 experiments. The details of the experiments will be handed out in class.

Experiment 1: Energy Inventory Experiment
Experiment 2: Refrigerator Experiment
Experiment 3: Nutrition Experiment

CLASS PERIODS

Introduction, The Four Energy Crises, and Energy Concepts
Present and Future Options, Energy Conservation
Ecological Concepts
Some Ecological Concepts
What Are Our Energy Options, Evaluation of Options, Pollution
The Nuclear Energy Dilemma, Nuclear Fusion
Geothermal Energy and Fossil Fuel Resources
Solar Energy
Wind Energy
Energy Use, Heat and Climate

Year IV and V*

Years IV and V (generally referred to in the program as Upper Division) are best thought of as a unit. Each year consists of 36 quarter credit hours. Year IV contains 24 hours of Theory and Method and 12 hours of electives. Year V consists of 12 credit hours of Senior Essay and 24 hours of electives. As the electives are seen as a block of 36 credit hours which span two years it is best to defer discussion of elective courses until we have dealt with Years IV and V.

Year IV: Theory and Method

Theory and method builds on the assumption and direction of the first three years but at the same time leads the student into a fuller educational experience in which the students own application of learning takes place. The work is usually taken just after completion of the three sequences. The 24 hours of Theory and Method are divided into 12 hours of workshop and 12 hours of conference courses. Television is not used in the Upper Divisions at this time. The normal pattern for a student to follow is to take a 4 hour conference and a 4 hour workshop each quarter for three different quarters. In addition, students are urged to elect the writing workshop during the first quarter of the Upper Divisions.

Theory and method is viewed as a capstone for the entire curriculum of the program. To this end, the three 4 hour workshops are designed to explore the underlying principles and methodologies of the three major divisions of learning: the humanities, the social sciences, and the natural science & technology.

The purpose of Year IV is stated by the faculty as:

1) Foster students' familiarity with the basic assumptions and methods on which given disciplines operate;

2) Encourage understanding of the relationship between given disciplines with each other, with intellectual life, and with reality;

3) Develop students' confidence in the approaches and methods appropriate to given disciplines and in their limits;

4) Explore the historical development of human thought, of major thinkers and their theories, ways in which these theories were originally applied and how theories arise and then shape our perceptions of phenomena;

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* This section was prepared by Professor Richard Place of WSU's History Department, who was Associate Director for Faculty and Curriculum of US/WCP.

5) Help students develop analytical and synthetic skills in order to:

   a. Apply theories in actual or potential problematic situations;
   b. Develop adequate tools and techniques to generalize from actual problematic situations (i.e. to formulate theory).

These basic objectives are applicable to all divisions and can be adapted and fostered by advanced courses in Social Science, the Humanities, and the Natural Sciences.

In summary, the purpose of the Theory and Method curriculum is to introduce students to the conceptual assumptions underlying modern intellectual life and to see their operations through the three discipline areas developed in the lower division. The exploration in the fourth year looks as follows.

Social Sciences

This workshop explores how social scientists see and interpret the world around them. From it, the student should achieve the following:

-Examine the subject matter and underlying assumptions of social science disciplines like anthropology, sociology, psychology, economics, political science, etc.;
-Consider the kinds of questions social scientists ask and how they go about gathering and interpreting information to answer these questions;
-Have an opportunity to develop some of the skills that will prove valuable to them in their own research for the Senior Essay and future inquiries and research.

Humanities

This workshop looks at man as an ethical being, as a creator of values, and as a user of symbols. By looking at man's creations - his art, mythologies, ideologies in different historical and cultural settings - the student explores some of the fundamental questions of the humanities:

-What are the limits and potentials of the human spirit ?
-How do we deal with ethical conflicts ?
-What methods have the humanities evolved to enrich life ?
-What can the arts tell us about ourselves, about the world ?

Science and Technology

This workshop examines selected episodes from the history of the natural sciences or technology (for example, the developments leading to the work of Newton, Darwin or Einstein, or the impact of nuclear energy on society). Questions that are explored include:

- -What is the relationship between observation and theories ?
- -How does science change over time ?
- -How do science and technology effect our view of the universe and our place in it ?

The following course outlines are a sample of what has been done to implement the above:

Social Science Workshop: Theory and Method Winter 1977

Week 1 - Introduction
Week 2 - Science and Culture: discussion of some underlying assumptions of science, and similarities/differences between scientific and non-scientific world views.
Week 3 - Scientific Theories: an examination of the theory of evolution as an example ofa theory and how the development of that theory occured within a cultural context. Some alternative kinds of scientific explanation will be considered: where does something come from, why does it persist and what does it mean ?
Week 4 - The Science and Art of Observation: a field trip to Renaissance Center where students will get some practice observing aspects of urban life.
Week 5 - The Study of Cities: Theory and Methods, some alternative approaches to the city. cities will be viewed from evolutionary, functional and symbolic perspectives.
Week 6 - Cities (cont'd): Start of class research project in relation to the above. Major theorists look at the City.
Week 7 - Available Data: a look at some sources of data already compiled and some ways of analyzing it. Field trip to WSU library.
Week 8 - Surveys: work on class project and discussion of various methods of social research questionaires, interviewing, participant observation. Their genesis and use.
Week 9 - The Urban Community: a discussion of the concept of community and research and theoretical issues considering the existence and form of communities in urban settings.
Week 10 - Data Analysis: work on class project with special attention to problems of data analysis.
Week 11 -Summing Up: final discussion of project, all work due, course evaluation.
Readings: Backer and Barnett, Encounter with Sociology, and Xeroxed articles.

1) Words and Concepts You Should Know

- Science
- paradigm
- theory
- methodology
- validity
- reliability
- Research techniques
  - unobtrusive observation
  - participant observation
  - interviews
  - questionaires
  - experiments
- Hypothesis
- empirical
- operational
- variable vs concept
- sampling strategies
  - random
  - opportunistic

2) A Framework for Analyzing Social Science You Encounter
   Images of Man (3)
   Kinds of Explanation (3)
   Insider-Outsider (cognitive-materialist) dichotomy

3) Major Ideas and Dilemmas
   -Science as one way of knowing: its similarities and differences with alternative ways of knowing;
   -The problems and limitations associated with the study of human behavior, e.g. do people do what they say they do ?
   -The dilemma of scientific determinism and free will

4) Critical Skills
   -Critical evaluation of research
   -Description in newspapers
   -Ability to design a research project
   -Ability to understand tables and simple statistics

Social Science Workshop: Theory and Method

Every Man A Theorist

Week 1 - View "The Hunters", What is theory ? everyday, popular, and scientific theory, their interaction and where they appear.

Week 2 - Read Kuhn - on the pradigm, discuss evolution of science and thought

Week 3 - Paradigm continued: Physical sciences, social sciences, and humanities and the historical epoch.

Week 4 - Concrete examples of how data is viewed in the context of various paradigms; exmaples: Sickness as viewed by shamans, the germ theory, social and cultural factors, how they feed back and inter-relate; evolution; urbanization; relation to available techniques and theories.

Week 5 - The generation of theory: theories as products of a particular time and specific accumulation of knoweldge, but also result of individual creativity; see film "Why Man Creates" discussion with scientists and artists about urban life.

Week 6 - Generation of Theories by Computer;contrast with computer generated art.

Week 7 - Little Science and Big Science:

Big Analysis	Little Analysis
Systems Theory in Science and Social Science -inc. network	The Individual as Subject The Community as Subject

Big Analysis (cont'd)

Comparative Analysis
Philosophical Analysis
Case studies from the above perspectives
Use the film "Double Helix"

Little Analysis (cont'd)

The Society as Subject
Viewing the Individual
  psychologist, biologist, artist philosopher, anthropologist
Viewing the community
  geographer, botanist, musician ethnographer, etc
Viewing the Society
  sociologist, chemist, historian physicist, etc.

Student Projects.

Week 8 - Science and Public Policy: Manhattan Project, Soviet Biology under Lysenko, Project Camelot, Culture of Poverty, Nuclear Energy, etc.
Week 9 - Mechanisms for Popularization of Science and their reliability and impact;
Week 10 - The Future: As society changes-paradigms change

Theory and Method Workshop
Social Science

The Family: An Ethnocultural Perspective

Core Reading: Shorter, The Making of the Modern Family

Assignments: The work of this course will consist of lectures, readings, discussions, films, a project, oral reports and two papers. The lectures are meant to supplement students' readings and participation and not to replace them.

The purpose of this course is twofold: the first is to examine the theory and methods of inquiry employed in the social sciences. The second is to examine these theories and methods as they are applied to the family.

In addition to the core readings, students will select outside readings from a list of suggested titles. Oral reports given in class and papers will be based on these readings.

Each student will construct a family geneology of his or her own family, tracing kinship and ancestry as far back into the past as possible. A smaple chart and instructions on the kinds of information to be obtained will be distributed.

Suggested Readings:

Aries,	Centuries of Childhood
Demos,	A Little Commonwealth
Friedl,	Vasilika
Howell,	Hard Living on Clay Street
Laslett,	The World We Have Lost
Roth,	Call It Sleep
Billingsley,	Black Families in White America
Gambino,	Blood of My Blood
Petrakis,	Stellmark
Gordon,	The American Family in Social Historical Perspective

Theory and Method Workshop
Social Sciences

Fall 1978

Readings: Hubert M. Blalock, An Introduction to Social Research
Bronowski, Science and Human Values
George C Homans, The Nature of Social Science
Charles G. Lave and James G. March, An Introduction to Models in the Social Sciences

Course Requirements:

(1) A research project of your own choosing, with my approval, to be conducted during the term. You must select the topic and write a one-page proposal spelling out what you want to do, how you propose to do it, and what you hope to learn from it. A brief progress report, oral or written, will also be required prioir to handing in the final report.

(2) A final exam (essay type) based on general knowledge of ideas contained in the readings and discussed in class.

Topical Outline:

(1) Introduction
  A. Science and Social Science: Common purposes, different problems
  B. The Scientific Method
  C. Human Element in all Science
  D. The Scientific Element in All Humans

(2) Social Science Research
  A. Paradigms and Models
  B. Research Techniques and Design
    -Controlled experiments
    -Unobtrusive measures
    -Projective Techniques
    -Surveys
    -Role of Sampling

(3) Data Analysis
  A. Types of Data
  B. Presentation of Numbers: formats
  C. Probability and statistics
    -measures of central tendency
    -measure of dispersion
    -measure of association
    -problems of making such measures in social science research
  D. Purpose of Statistical Analysis
    -Rigor ?
    -Assistance in making judgements and conclusions

Theory and Method Workshop
Humanities

Philosophy
Interpretation and Evaluation

By philosophy one usually means a general account of the nature of the world and man's place and destiny in it. Philosophy, in this sense, also refers to what is called world outlook and world view. It is the sum of beliefs of a group or an individual. A sharper definition of philosophy introduces the dynamic notion of criticism and/or reflective thinking. Having a set of beliefs is not enough. In philosophy, the way in which one arrives at certain beliefs is also important. The method of decision making and how philosophic belief is applied is of great significance.

This course intends to analyze, criticize, and evaluate the philosophical relationships between the bourgeois conception of philosophy and the empirical knowledge of the "Man in the Street" and illitierate or pre-industrial cultures.

The peculiarities in belief give rise to particular schools of thought, each having its own features, Plat, Aristotle, and many others come to mind. The 'man in the street" although illiterate, also possesses the capacity to philosophize, as do human beings in non-industrial socities, although these have often been "discredited" by western academics they form a critical element in human culture, in the humanities.

Required Readings:	Lucien Goldmann,	The Human Sciences and Philosophy
	Bertold Brecht,	Galileo
Lloyd Easton and Kurt Guddat,		Writings of the Young Marx on Philosophy and Society

The student will be required to read the course texts, participate in class discussion, make an oral presentation on a related subject and take a final examination.

Weekly Themes:

Week 1:	Intorduction: Notion of Philosophy; Philosophy and Knowledge; Relationships
Week 2:	Ideologies and Social Class
Week 3:	The Logic of the "Savage" Mind
Week 4:	Alineation
Week 5:	Knowledge, Colonialism, and Racism
Week 6:	Scientific and Standard Language and Class Power
Week 7:	School, Social Class and Class Power
Week 8:	The Prometheus Myth
Week 9:	Religion, Salvation, and Man's Creative Power
Week 10:	Myth versus Science vs Myth and Science

Science and Technology Workshop: Theory and Method — Fall 1975

Text Book: McCain and Segal, The Game of Science

Additional: View the entire Ascent of Man series (Jacob Bronowski)
Channel 56 Tues 9-10pm and Sunday 10-11pm

Requirements:

- Oral Reports on specific topics related to Ascent of Man (3 per student)
- Term paper - on subject of your choice suggested by text or TV series
- Take home essay exam (2 times during quarter) on Text, TV and class discussions
- Keep brief log on TV series: Include in it:
  - Theme of each program
  - example of scientific method (s) discussed
  - how program showed science as a process
- Attend workshops 4 hours per week, eleven weeks

Sample Exam: Given out 22 October due 5 November
Two to 4 typed pages
Answer both questions

1. Choose one of the technologies examined so far (tool-making, domestication of plants and animals, architecture, metallurgy and alloys, the astrolabs).
   a. Mention the needs for which the technology was developed
   b. Discuss the effects of this technology on the people using it
   c. Show how the technology may be considered as as important influence on the development of one of the sciences
   d. Be sure that in your discussion you show that you understand the difference between science and technology

2. Show the steps involved in the process of solving the following problem using scientific methodology:

   You are the owner of a small orchid tree. After two seasons of good yield, you have a season in which the crop is almost entirely infested with larvae of fruit flies. You would like to insure that the next year's crop will be free of infection.

Suggested Topics for Term Papers:

- Problems in human evolution
- The language of chimpanzees
- Cave paintings
- Contemporary hunter/gatherers
- History of Medicine
- Non-Euclidian Geometry
- Astrology - Art or Science
- Mayan Science
- Human Genetics
- Sickle Cell Anemia
- Societal influence on science
- The industrial revolution and science
- Relationship between science and technology
- The origin of life
- Formation of the elements
- Sub atomic particles
- Radioactivity and isotopes
- Theories about the origin of the universe
- The development of sex
- Behavior - genetic or learned
- Computers and the human brain
- Human speech and/or language
- Radioactive dating
- Human Blood Groups
- Human races
- Measurement in Science
- Astronomical Instruments
- Perspective in art
- Stonehenge as astronomical indicator
- Fertilization
- Revolutions in Science
- The steam engine
- Future sources of energy
- The concept of evolution before Darwin
- Religion and the theory of evolution
- Nuclear Energy
- The social use of science
- The genetic code
- Genetic engineering and ethics
- Homosexuality
- Masculine/feminine - genetic or learned

Science and Technology Workshop: Theory and Method Summer 1976

Understanding the metaphysical foundations of science and of technology is necessary to place them within the development of society and culture. This will be approached in three ways: through the examination of topics in the philosophy of science, namely a discussion determining the aims of science; examining some ways that people view science and technology and the implication these ways have on the role science and technology play in society; and a comparative study of science and traditional thought and their roles in two different cultures. The history of physics will also be examined to shed some light on procedures used in scientific research.

The students in this course, in addition to readings, shall participate in class discussions, write three short essays, and a short term paper.

Required Readings: Toulmin, Foresight and Understanding,(Harper, 1960)
Einstein and Infeld, Evolution of Physics, (Touchstone,1938)
Pirsig, Zen and the Art of Motorcycle Maintenance,(Bantam, 1974)
Hortin, "African Traditional Thought and Western Science"

Theory and Method Conferences

Along with the workshop, each student chooses an interdisciplinary Theory and Method conference. The purpose of this course is to present an interdisciplinary conference designed to integrate into one course the concepts and approaches of the humanities, the social sciences and the natural sciences. This is to be accomplished by the selection of a conference theme that can be explored from the points of view of all the major divisions of learning.

Some of the conference themes that have been successful in the past are described below. Five or six different themes have been developed. Generally a particular theme will not be offered more than once in any four consecutive quarters. A student is required to take three of these interdisciplinary conferences, one each of three different quarter.

Human Origins: Prehistory is explored in order to learn more about the origins of our species, language, technology, cities, art, and other human institutions. Controversial topics such as the origins of war, prehistoric art, canibalism and sexuality are illuminated by new evidence and new theories.

Science in Society: Science is examined as a process of research and theory-building, as a process involving people in particular social and political settings, and as a world view with changing values and insights that interact with "moral knowledge of the virtuous man, the mystical knowledge of the saint and the poetic knowledge of the artist."

Man the Technologist: The interaction of technology with human consciousness and with art, science and society is explored from both historical and cross-cultural perspectives. The basic theme is: man transforms technology, and technology transforms man.

Creativity: The fundamental similarity of all creativity -- in children, in artists, in scientists -- is explored. Students are given an opportunity to engage in some creative activities in order to learn first-hand the factors that enhance or impede the creative process.

The Family: From - variety of prespectives, the family and its various offshoots are explored. The changes in the family over time and from one culture to another are contrasted with the more fundamental and enduring needs that the family fulfills.

The following syllabi give an idea of how these themes have been presented in actual conferences.

Theory and Method Conference

Human Origins

Day I

9:00-11:00	The Origin of the World According to Genesis	G.C. Montilus
11:00-12:00	Assigned workshops (meet with conference instructor)	
1:00-2:15	The First Americans film introduced by	J. Bails
2:15-4:30	The Neolithic Transition	K. Davis
5:30-6:30	Assigned workshops (meet with conference instructor)	

Day II

9:00-11:00	The Precondition for Human Evolution	J. Bails
11:00-12:30	Assigned Workshops	
12:30-1:45	Study Groups	
1:45-2:45	Assigned Workshop	

Day III

9:00-11:30	Human Sexuality	V. Hanson
11:30-12:30	The Expressive Tradition of Paleolithic Man	H. Palmer
12:30-1:30	Study Group	
1:30-4:00	The Nature of Human Nature	Z. Boytor
4:00-5:00	Study Groups	
5:00-6:00	Workshops	

Theory and Method Conference

Science in Society

Texts: James Watson, The Double Helix.
Victor Frankl, Man's Search for Meaning.
Duplications from speakers.

Day I

9:00 -10:30	Science in History: Its Relation to Society	P. De Weese
10:30-12:00	Ancient Science	C. Maley
1:00-2:45	Galileo film introduced by	J. Klein
2:45-5:30	Workshop Study groups	
5:30-6:30	Workshops	

Day II

9:00-1:00	The Copernican Revolution: A Case Study of Shiftin Paradigms (including films)	C. Maier
1:00-2:00	Workshops	
2:00-5:00	Study Groups	

Day II (Continued)

Choose three of the following workshops

The Magic Numbers: 1,3,5,7,9	Jerry Bails
Some Random and Not So Random Errors in Scientific Data Collecting	David Becker
Priestly and Lavoisier	Mike Day
Little Science to Big Science	Pamela DeWeese

Day III

Science, Research and Politics

9:00-10:00	The Research Process: A Microbiologists Perspective	E. Jackson
10:00-11:00	The Research Process: A Sociologists Perspective	R. Curtin
11:00-12:00	The Research Process: An Investigative Reporters Perspective	J. Serrin
1:00-2:00	The Research Process: *Obedience* film on lab research on human subjects	
2:00-5:00	Study Groups	
5:00-6:00	Workshops	

Day IV

9:00-10:45	Science and Government	M. Frankel
10:45-12:15	The Black Family: Scientific Research and Public Policy: A Case Study	
12:15-1:15	*Lysenko*, Film on biology in the Soviet Unions	
1:15-2:00	Workshops	

Day V

Science and Human Values

9:00-11:00	Science and Preliterate Society	G. Montilus
11:00-12:30	Science and Existentialism	Z. Boytor
1:30-3:30	Science and Existentialism (continued)	Z. Boytor
3:30-5:00	*Seventh Seal*	
5:00-6:00	Workshops	

Workshop Choices

The Double Helix	J. Bails
Recombinant DNA	D.Becker
Patseur's Study of Spontaneous Generation	M. Day
Marginal Natives: Doing Anthropology	P. DeWeese
The Green Cat, Thelonius Monk, A Girl Framed in Gold and Our Mystery Item: A Crash Course on Research in the Humanities	J. Klein
If Hitler Asked You to Electrocute A Stranger, Would You ? Probably...	K. Lessins

Theory and Method Conference — Man the Technologist

Day I

9:00-10:00	Technology as Human Condition	G. Montilus
10:00-12:00	The Blacksmiths in Ibo Society	N. Neaher
1:00-3:00	Medicine Among the Aztecs	B. Ortiz-de-Montellano
3:00-4:00	Study Groups	
4:00-5:00	Film: Zardoz	
5:30-6:00	Assigned Workshop	

Day II

9:00-10:00	Technology and Society	G. Montilus
10:00-11:30	Technology and Transportation	G. Hinzman
11:30-1:00	Computer and Society	A. Furtado
1:30-2:30	Assigned Workshops	

Day III

9:00-10:00	Technology and Culture	G. Montilus
10:00-12:00	Technology and the Environment	C. R. Arora
1:00-3:00	Technology and Development of Cities	T. Kotila
3:00-4:00	Study Groups	
4:00-5:00	Film: The Hidden Structure	
5:00-6:00	Assigned Workshops	

Day IV

9:00-10:00	Technology and Humanism	G. Montilus
10:00-11:30	Technology and Labor Law	T. Waters
11:30-1:30	Technology and Ideology	F. Shor
1:00-2:00	Assigned Workshops	

Day V

9:00-10:00	Technology and Creativity	G. Montilus
10:00-11:30	Technology, Art and Ideology	J. Hart
12:30-2:00	Technology and Artistic Visions of the World	I Jacobs
2:00-3:00	Study Groups	
3:00-4:00	Debate	
4:00-6:00	Assigned Workshops General Conclusion to the Conference Series	

Required Readings: Lewis Mumford, Technics and Civilization

Theory and Method Conference — The Family

Day I

Introduction	C. Maley
Image of the Family in Art	H. Palmer
Philosophy and Family Ideals	Z. Boytor
Holywood's Ideal Family: *Life With Father*	
Family in Literature	J. Bassett
Workshops	
Adjourn	

Day II

Introduction and Recpitulation	
Kind Hearts and Coronets	Film
Genetics and Family History	
Families in Bio-Social Perspectives	L. Stettner
Family and Social Structure in History	C. Johnson
Shorter's *Making of the Modern Family*	C. Johnson
Workshops	
Adjourn	

Day III

Introduction	C. Maley
What If the Dream Comes True	Film
American Ideal Family Types	R. Wright
The Black Family	G. House
The George Family of New York	Film
The Pasciak Family of Chicago	Film
The Stephens Family of Villisca, Iowa	Film
Workshops	
Adjourn	

Day IV

Introduction	C. Maley
The Greenburg Family of Mill Valley, Cal.	Film
Family and the Law	S. Levy
Workshop	
Family Values and Feminism	J. Israel
Workshops	
Finis	

Year V: The Senior Essay

The student's experience in the program culminates in the Senior Seminar and the Senior Essay or Project which results from the seminar. The ultimate goal is to unite the student's experience and interest with the knowledge and skills necessary for intellectual self-sufficiency and a sense of achievement that defines the US/WC program. The following pages will provide a glimpse at both the process and the product.

The Process

Three advanced studies seminars provide the instructional mode for writing the senior essay. The first quarter is devoted to research and writing, prefiguring the skills necessary for the two quarter seminar which follows. By the end of the first quarter the student has selected (and received approval for) his or her senior essay or project (examples appended). With the supervision of an instructor, the student uses the next two quarter to research and write the senior essay. Before the third quarter has concluded, the student will have submitted the essay or project, an oral examination will be held (much like a Ph.D. oral) and a final, revised written work submitted to the college. The purpose of the oral is to offer the student an 1) opportunity to defend his or her work and the benefit of a critical evaluation by the panel members. Psychologically, the oral is an important symbol of competion, mastery, and acceptance by the university. The following document is given to the student upon starting this three course sequence.

ADVANCED STUDIES YEAR
UNIVERSITY STUDIES AND WEEKEND COLLEGE
WAYNE STATE UNIVERSITY

INTRODUCTION

I. The Advanced Studies year is the culmination of your undergraduate education. During this year you will execute a serious piece of research or major project in your chosen field of interest. At the same time you will evaluate the results of this activity in the broader context of your undergraduate experience. Thus, the final product should reflect your awareness of the interconnectedness of the humanistic, political and social, and the scientific and technological factors.

II. Throughout the year you will be in close contact with the Advanced Studies Advisor. Initially, he will discuss with you the interest and aspirations you hope to pursue. From this, and in consultation with appropriate members of the faculty, a proposal of study will be drawn up, and you will embarj on an intensive study of the materials and methods basic to your area of interest. Your study will involve the arrangement of course work with other parts of the University or with institutions outside of your period of intensified study. You will choose a research topic in consultationwith a faculty advisor specially trained in your area of interest and the Advanced Studies Advisor who will continue to be responsible for the broader aspects of your program. With your academic advisor you will develop a "research" project and design. Once completed, you will evaluate your findings and present them in an essay of significant length and quality which will demonstrate knowledge, understanding of the broader implications of your work, and an appropriate level of sophistication and clarity of expression. In this final stage you will work closely with the Advanced Studies Advisor, your faculty advisor, and the chief of tutorial services.

III. There are several goals to be achieved during this year: competency in your chosen area of interest, the writing of an essay which reflects both specialized knowledge and broad understanding and which is presented in such a way asto do justice to the work that went into it and will be a source of pride. Perhaps, most important of all should you should achieve intellectual self-sufficiency. By this we mean that when you leave this program you should have the skills and the desire to pursue your intellectual interests on your own.

Time Table

First Quarter:
A. Weeks 1 and 2: Counseling to ensure the careful determination of your project area.
B. Weeks 3 and 4: Concentrated study in the basic materials and methods.
C. At the same time you should be doing the background reading for choosing a topic.

Second Quarter:
A. Choice of a topic and development of necessary 'research' tools and design.
B. Execution of the research project.

Third Quarter:
A. Completion of final stages of the research.
B. By the fourth week you should have completed an outline and begun writing.
C. By the end of the seventh week you should have submitted a rough draft for criticism so that you will have an adequate period of time for a careful and thoughtful re-write.

The Product

What follows is the roster of the senior essays or projects of the first graduates of the University Studies and Weekend College program.

Work Related

A Day in the life of a Hospital Investigative Worker at Detroit General Hospital

People's Perceptions of Their Jobs

A Comparative Study of Industrial Management in the United States, Japan and West Germany

Labor Education Conference: Region 1A: UAW

History of American Unionism: The Dream and the Reality

The Black Working Class "Revolutionary Union Movement"

Theories of Management a Practical Application

Why Black Businesses Fail

The Need for a Humanistic Approach to Managing Workers

Computers and Business Management : Management Information Systems

A Scenario of the Line and Staff Doctrine

A Survey and Analysis of the Manpower Training Act

Steel: A Study of a Diversified Industry

The Measuring of Vehicle Dimensions

Can the Small Businessman Survive in Today's World of Big Business ?

Starting a Black Wholesale Business

How Workers Cope with Stress in a Factory Work Situation

Challenges of an Industrial Society

The Corporation

Michigan Department of Corrections Annual Report - 1974

A Study and Analysis of Counselling at the State Prison of Southern Michigan

Prisons: Cruel and Unusual Punishment

Recidivism and Rehabilitation

A Study in Frustration

Police Officer: A Study on Occupational Stress

The Prison Counselor: His Role, His Failure and an Alternative Proposal

Prisons: A Social Failure

Centrally Controlled Recentralization: A Recent Concept in Business Organization

A Synopsis of Ancient and Modern Fire Protection

Michigan Bell: A Study of a Regulated Monopoly

The Socio-Economic Realties of the Work Establishment

The Underutilization of the Working Woman

Work Related (continued)

Improving Production Communication

A Study of People's Work

Vocational Guidance and Counseling

1936 Kelsey-Hayes Sit-Down Strike

Utility Peak Load Pricing Rate Structures

Teamsters for a Democratic Union

The Socio-Economic Realities of the Work Establishment (II)

The Railroads in the American Civil War

Personnel Management: A Key to Business Success

Man and Technology

Unions: Today and Tomorrow

Cybrenetics of Business

Studying Efficiency and Productivity of the Laborer

A Report on Formulative Research in Instructional Technology

The Changing Work Ethic

Ethnic, Community, Neighborhood Related

The Early Filipino Immigrants: Then and Now

The Watts Labor Community Action Committee: Profile of An Organization

A Study of the Underground Railroad

A Study of Grass Roots Organizations and Their Effectiveness

Canadians in Detroit

The Germans of Detroit

The Use of Census Data in Examining Ethnicity in Communities: A Micro-Analysis of St. Clair Shores

The Black Masons and Segregation in America

The Changing Role of Women from a Black Perspective

Thirty-Six by Thirty-Six: History of Deaborn

Does Affermative Action Create or Solve a Problem

Soul - The Black Experience in America

A Study of Creoles and Louisiana

An Historical Look at the Black Family from it's African Origin through the American Experience

A Study of Afro-American Culture

An Evaluation of Black Soldiers in the Armies of the USA 1776-1977

The Hungarians of Detroit

The Impact of Relocation on Senior Citizens in Detroit

Herman Gardens: An Oral History

A Walk Through Time: A Brief Look at the People and Places of Ypsilanti, Michigan Through 1900

A Study of a Middle American Community in Detroit

American Indians

Is There an Indominable and Existential Spirit with Black People

Hamtramck: A City within A City

The Changing City

All Aboard! The Underground Railroad in Michigan

A Comparative Study of Youth Gangs (1950's amd 1970's)

An Overview of Black Struggle in the U.S. with Selected Documents

Education, Youth and Adults

The Value of Group Educational Activities as a Therapeutic Tool When Used with the Emotionally Impaired Adolescent

Structure and History of the Educational System of Venezuela

A Study of Child Abuse

Instructional Television in Adult Education

The Preschool and Home Environment: Some Suggestions on how to achieve maximum learning benefits for the Young

Development of an Educational Television Program

Adult Education: An Overview

Instructional Technology Applied to Television

Television as a Learning Tool

The Effect of Child Care Practices on the Social and Cognitive Development of Preschoolers

The Child with a Behavior Problem: A Look at Behavior Modification.

Improving Student Continuity in US/WC by creative program evaluation

Student Plan of Work System Project

The Fallacy of Child Rearing

State Prison of Southern Michigan Library Service

Competitive Sports in Our School System :A Societal Preparatory Course

Early Chidhood Education: The Physical Environment

Child Abuse in America: Causation, Issues, Policies and Solutions

Premarital Sex and the Adolescent

Child Abuse and Neglect in Michigan

Juvenile Behavior Considered at Criminal Proceedings

A Study of Veterans' Benefits

Adult Education: Luxury, Necessity or Both

A New Approach to Educational Alternatives :Voucher Financed - Teacher Owned Schools

An Early Childhood Education Proposal A Community Delivery System which will inform and involve parents in cognitive social and psychomotor development of their children

Selection of Day Care Facilities

New Alternatives for the Adult Drop-out

A Handbook for the Beginning Electrical Student in the POST Program

Paper Writing in Prison: A Paradox

Vocational Education and its variables.

A Study of Higher Education

Child Abuse and the Parent

A Study of Television

Law Related

Is the Photography of Nudes Pornographic ?

Juvenile Delinquency: One Man's Opinion

A Study of Homosexuals and the Law

Application for leave to file delayed motion for new trial and brief in support

Child Abuse and Neglect

Retail Crimes

Euthenasia and the Law

A Study of Narcotic Treatment Programs

A Will to Die: Euthenasia

Capital Punishment

Probation

Residential Living for the Ault Retarded

Literature, Autobiography, Humanities Related

Beyond Parnassus on Main Street

Evaluation and Contibuance of the Sacred Heart Enrichment Program in Light of Changing Times

The Dry, Golden Leaf of Youth: A Creative History (autobiography)

A Study of Eric Hoffer's Theories and how they relate to mass movements of the Black contemporary racial situation

Why Sunday ?

Existential Expression in Literature

What the African Reconnection means for American Blacks

The Gray Society

The Evolution of Immortality from Egypt to Judeo-Christianity

A Study of Erik Erikson's States of Man Illustrated with Short Personal Stories

The Writing of Science Fiction

No Room at the Top

A Study of American Attitudes toward Death

The Soul of Lamond Grayson: My music, its roots, examples, the future

The Subject is Crows

Closing the Circle on Death

Science and Health Related

A Case for a Space Station
Predators : Good or Bad ?
Muscle Physiology and Biochemistry
A Study of the Health Food Movement
Hypnosis Should be Taught in Public Schools
Alcoholism: Trying to Change Public Attitudes about the Disease
The Vitamins
Roles of the Computer in the Lives of Twentieth Century Man
Riding a Razor Blade
The Food Crisis: An Overview
Nuclear Energy is not the final answer
Solar Energy in Michigan
Energy: Current Status and Future Prospects
Biofeedback
The Plague and the World Population
Computers: Technology for the Future
Alcohol Abuse

Social, Psychological and Related Issues

The Research and Marketing of a Product
Social Security and its Inadequacies
Surviving in Public Housing Complexes
The Major Reason for the Origin of the American Press and the applicability of that reason to today's Press
A Study of the British at War - 1940
Television and socialization
A Study of Our Aging Population
A Study of Personal Protection
Project Fast
Progressive Resistance Exercises
A Community Relations Project
Transactional Analysis
A Study of the Senior Citizen Broadcasting Company
Football:From College Sport to Big Business
Suicide, Black and White:The Effects and Influences of American Culture
The Individual Situation :A new focal point for industrial psychology
A Dichotomous Conflict: Black vs. White a Counseling perspective
Inflation Will Continue
A Study of How Low Income Minorities Cope with Retirement
The ADC Program in Michigan

The needs of families under strass: a study of family services offered in Macomb County

International Chaos: War or Peace

Aging In America

A Qualitative Analysis of Urban Renewal and Its Effect on Dispossessed Persons

South Africa: A Socio-Economic Analysis

Retirement

The Panama Canal Period

The Prison Connection: A New Adventure in Michigan's Prison Reform

A Study of C.B. Radio Phenomenon

The History and Future of OPEC

The Future of the American Family

Rape: One Woman's Practical and Philosophical View

A Study of Transactional Analysis: The Psychology of Eric Berne

At least another two hundred and fifty senior essays will be joining those listed above by the end of the summer of 1979. They clearly atest to the effect of the program on the students when they are ready to graduate. They represent quality products which cover a very broad spectrum of intellectual concerns. Careerism and economic benefits are not the only reasons for working adults entering school, they certainly do not seem to be the only reason for their staying on. The large percentage of US/WC students going to graduate and professional schools should also be noted at this point.

Electives

The majority of electives are taken during the fourth and fifth year of the program. These courses serve several purposes and can be taken within or outside of the program. The courses allow the student to develop specific skills and knowledge with a minimum of 36 credit hours or nine (9) four-credit hour courses. They provide the student with the opportunity to take traditional university courses or other specialized training which meets their vocational, intellectual and graduate school entrance needs. In developing this aspect of the program close collaboration with an advisor is critical.

The Skills Lab

The Skills Lab was part of the original conceptualization of the University Studies and Weekend College Program. It was to have four functions: first, to assure that US/WC students had the necessary study, communications, science and math-skills involved in university level education; second, to develop intensive skill development activities in line with specific student interests - computers, basic economics, creative writing etc.; third to develop teaching skills and procedures for US/WC faculty and staff in relation to these two skill areas; four, to develop a staff with requisite skills and with interest in research in these areas.

The actual operations of the skill lab was envisioned to go from working with faculty and staff in including a systematic five year skill development process in the entire US/WC curriculum and in each course to tutorials, workshops, suggested courses in other dpeartments and colleges and staff development in these areas. We felt that some skills could be introduced by means of programed learning, simulations, field experiences and that US/WC might do some pioneering experimentation and research into this critical area.

We have avoided the concept of remedial education, as well as the practice of ignoring different skill levels and thus different needs. We viewed the adult student as posessing different skills, being in need of development at different levels of basic skills, as well as specialized and advanced skills. We saw the program (US/WC) as ideal for a developmental approach which included five years, three courses each quarter, and a natural break for evaluation between the lower (first three years) and the upper (last two years) division.

To guarantee the staffing for such an approach we included two "skills developers" for every unit of 360 students. This would mean that a unit (let us say the urban studies module) when it was fully operational with all five study years would have a team of 10 skills developers specializing in different skills areas and working closely with the faculty and staff of each study year within the module. The funding for these positions was within the budget derived solely from our students' tuition revenues. Alas, this has not yet occured, but should be part of every effort in the future.

Some techniques for developing skills within the program might be noted. In the Ethnic Studies Course (usually the first courses taken by our students) the student starts by having to write a series of short papers every two weeks, which are corrected for content and form till they are sound college level English.

This type of writing poses little problems for many of our students, but for those who have not been writing since they graduated high school, this approach offers a gradual entry. Given our course structure, the student can develop these skills over time and not within a one quarter basic composition course (though these are also available). For those with significant writing problems tutorials and special courses are available, as they are for those who write well but are interested in further development of that skill. The use of computers and home experiments in the Energy and Society course is a similar multi-skill level entry approach.

For those interested in adopting the US/WC model one can not underline too often that the role of student services and skill development is critical and must be manifested in the number of funded positions for such personnel. They must be closely linked with each other and the other faculty and must be viewed as a high level university activity - with research and experimentation functions.

What follows is an official description of the Communications Lab (part of the Skills Lab) approach as it stood in September 1974 by Connie Geffert (edited) and the Language Arts Unit (as it became known in 1978) byPenny Majeske (also edited).

Document

WAYNE STATE UNIVERSITY
UNIVERSITY STUDIES AND WEEKEND COLLEGE

MEMORANDUM

Subject: Tutoring for Fall Quarter, 1974

To: All US/WC Faculty

From: Connie Gefvert, Director, Communications Lab

Date: 20 September 1974

The following memorandum describes the tutoring program as it will work during the fall quarter. The tutoring program will be called the "Communications Lab" and will eventually be a resource for dealing with communications skills in general - the receptive skills of reading and listening as well as the productive skills of writing and speaking. At present, however, the Lab will be limited to helping students develop writing skills. Our staff at present consists of only one and one-half persons: Joan Brinich (full-time) and Connie Gefvert (part-time). As we become more familiar with students' needs as well as their schedules, and as we acquire more staff (at the time there were about 400 students in the program -ed.) we hope that the Lab will grow in its scope. The following description, therefore, is only for the fall quarter.

6. The Lab instructor will keep a file on each student who attends the Lab, and at the end of each quarter will send a progress report to the student and the workshop instructor.

A Suggested Model for Evaluation

The form of writing is inseparable from the content. No matter how good a student's ideas may be, if he cannot express them effectively they are useless. Instructors should emphasize this idea to their students, and should reinforce the idea by not giving a student an "A" grade for good ideas when his expression of those ideas is unclear.

On the other hand, instructors shouldn't emphasize the trivial aspects of writing (conventions of spelling, punctuation, and standard dialect grammatical forms) to the exclusion of the more important matters (organization; logical development of ideas; good use of examples, illustrations, and metaphores; clarity of expression). It is easy to confuse clarity and logic with superficial differences between the student's dialect and the "standard" dialect.

For example, in many dialects of English the "double negative" is used for emphasis. In some contexts a sentence like "He never had no luck" would be more effective than "He never had any luck." What the instructor needs to do is discuss the appropriateness of certain dialect forms in certain contexts, rather than caetgorically call variant dialect expressions "wrong". We want the students to be able to write the "standard" dialect, but we don't want them so hung up on "correct"standard English that they can't write a forceful, well organized and clear essay.

The Communications Lab will help students become fluent in the written forms of the standard dialect, but will put the greatest emphasis on clear and forceful writing. With that caution about priorities in mind, workshop instructors will hopefully find the following list of criteria helpful in evaluating their students' papers.

The essay should have:

1. A clear thesis or topic (a specific one, not too broad).
2. Clear organization of main topic into sub-topic (illustrated by separate paragraphs).
3. Adequate and logical development of the topic (illustrations and specific details to support each sub-topic rather than sweeping generalizations).
4. Logical transitions from one paragraph to another.
5. No unnecessary words or ideas which depart from the topic at hand.
6. Use of standard dialect grammatical forms where appropriate.
7. Convetional punctuation and spelling.

(Two sample student papers, which were marked and evaluated, were attached to the original memo - ed.)

Document (continued)

How the Communications Lab Will Work

1. On the first day of class, each workshop instructor will assign an impromptu essay to be written in class. (It is important that the essay be written in class so that we can be sure it is the students' own work.) Each instructor, or each coordinator will choose the topic for the paper, but it should be a topic which will require the students to look at a subject from various angles, and which will require him to use illustrations and examples. An opinion topic is usually easiest for a student to write about on an impromptu basis ("What do you think about . . .") Another kind of topic might be successful for an impromptu essay, such as a description of a neighborhood or holiday, a family history, an experience of urban life. The topic should be limited in scope so that the student doesn't get caught in a mire of broad generalizations. About 300-400 words would be a good length.

2. Workshop instructors will then evaluate the papers before the next class meeting. A suggested model evaluation is included with this memorandum (not included in this book-ed.)

3. Instructors should fill out referral forms for students who would profit from help in the Communications Lab. Referral forms, together with the evaluated paper, should be sent to the Communications Lab as soon as the instructor has notified the student at the second workshop meeting and asked him to fill in the time schedule block.

4. Lab instructors will schedule an appointment according to the student's choices and send a notice of appointment time to the workshop instructor to give the student at the third class meeting. Appointments will be scheduled for one hour per week, beginning in the fourth week of classes. The student will continue to attend the lab as long as needed (continuing in most cases into the winter and probably spring quarters.)

5. Work in the Lab will be of two sorts.

a. First, the Lab instructor will deal with writing problems as they come up in papers the student is required to write in his various classes. The Lab instructor will help the student organize, make good rhetorical choices, and use standard English grammar, spelling, and punctuation. The lab instructor will not in any way be a ghost writer for the student's papers. But it is important that Lab work center around the work the student is actually assigned in his classes; otherwise it will appear to be "grammar for the sake of grammar". To be effective, Lab work must be related to the rest of the curriculum.

b. Second, the Lab instructor will give the student exercises to do during the lab period (no outside work will be assigned) which will help him gain fluency and expertise in the areas he has problems with.

Use of the Communications Lab by Students

If a workshop instructor recommends that a student attend the Communications Lab, he should emphasize that while it is not required, chances of getting passing grades are slim without it. If the instructor emphasizes the close relationship between form and content, as suggested above, and reinforces the relationship in his grading, students are likely to take advantage of the Lab.

The workshop instructor will be helped in encouraging students to use the Lab by a visit from one of the Lab instructors, during the first few weeks of the quarter to each workshop.

One of the Lab instructors will visit each workshop once during the first few weeks of the quarter to explain to the students what the writing requirements of their courses are, to give them some suggestions about how to complete those assignments successfully, and to explain the purpose and methods of the Communications Lab. A booklet containing guidelines for essay writing and a style sheet will be given to each student at that time. Hopefull this visit will make the Lab less abstract by letting the students get to know the Lab instructors ahead of time. And the, hopefully,students will be more likely to visit the Lab.

Any student who would like help with his writing should be encouraged to attend the Lab, even if his workshop instructor has not referred him. If we have too large a number of students to handle on a one-to-one basis, we will try to get more personnel and/or work with them in small groups.

Use of the Communications Lab by the Faculty

As well as helping students write more effectively, the Communications Lab will also attempt to help faculty in finding the most effective ways to help their students. As the Lab is in its developmental phase and inputs, suggestions by faculty and staff are also most welcome. Workshop instructors are encouraged to call Connie Gefvert at the Lab at any time, or to stop in, if there are any problems with student papers. In addition, I will be conducting a series of seminars with faculty and staff on how to teach communication skills.

Tentative Schedule

Monday	9-7
Tuesday	9-9
Wednesday	11-8
Thursday	9-9
Friday	11-5
Saturday	9-5

Communications Lab located at 5229 Cass, Room 206, Phone 577-4644.
Connie's home phone: 861-0549. Joan's home phone: 885-1011

Document

THE LANGUAGE ARTS UNIT: 1978/1979 Penny Majeske

Background

An important number of University Studies/Weekend College students are working adults who have been out of school for ten or more years; they may or may not have presvious college experience. Many have not recently used writing skills nor spent much time reading subject-dense materials. Many tend to be less confident of their own abilities and their own legitimacy as college students.

Moreover, because the program is designed to be time efficient for working adults, the teacher has contact with the students four hours a week and on two weekends per quarter. The students (95%) are working full-time and studying full-time. Teaching and learning are more taxing and challenging than what might be termed the traditoinal classroom. The pedagogical problems surpass dispensing a body of learning and then evaluating the students' retentive abilities. Over the past several years the US/WC program has implemented three basic approaches to teaching language skills: tutorial, team-teaching, writing workshop. Language Arts faculty also teach an advanced seminar in research methods, discussed at the end of this section.

Tutorial

The tutorial is a one-on-one teaching mode in which the teacher/tutor meets weekly or more often with student on an identifiable set of writing problems. For a variety of reasons, the tutorial has limited benefits and other approaches are also necessary. Many problems can be easily resolved by a few sessions with a tutor.

Team-teaching

Team-teaching places two teachers in the same classroom or workshop. One, from the Language Arts faculty, places more emphasis on reading strategies for subject-dense material, on topic organization and on writing skills. The other teacher focuses on the subject matter of the course. The evidence isstrong that one team-taught workshop may provide the student with sufficiently strengthened skills to carry him/her through the rest of his/her college work. Team teaching requires some additional funding and Language Arts faculty teach two team workshops and one writing course, good enrollment in the writing course makes this approach self-supporting.

Writing workshop

At least in the superficials, the writing workshop is the most like a traditional course. Emphasis is placed on expository writing, on style revision, on critical and analytic reading, on note and exam taking, and on subject or topic conceptualization. Thus it aims to encompass those skills requisite for success at all levels of the general studies curriculum. It is offered as a four (4) quarter credit-hour elective and can be continued up to eight (8) credit hours. So that students are encouraged to take this course it can be substituted for a rquired conference course during the quarter in which it is taken. General experience and logic indicate that students profit most when they take the writing workshop early in their program of studies.

Advanced Studies

All students fulfill a twelve (12) credit hour, three course sequence on a senior essay or project. The first of these is a research and writing seminar (4 credit hours) which prepares them for the essay and/or project. As each student selects his or her own essay topic, work and assignments in this seminar are tailored to individual interests and needs. The seminar brings to students into contact with others who also have to formula a thesis, decide on the methodology, fix a schedule for research and writing, and confront a major intellectual challange. It also brings them into contact with faculty who have specialized in dealing with this set of problems and who have areas of specialization sufficient broad to help nearly any project. This course is the transition from the intellectual synthesis of the Theory and Method Year and the independent intellectual effort represented by the Senior Essay.

End of Document

An adequately funded skills lab and a research/evaluation institute attached to the US/WC program have shown themselves to be critical for taking advantage of the developmental opportunities presented by a structured five year curriculum. Without these there is a natural tendency for greater and greater development and refinement of the individual quarters with the danger that the coherence of the program, the focus on the student, and the development of a true intellectual community will suffer. These considerations will be discussed in the section dealing with the evolution of the entire program.

Study Abroad Programs

In 1976, 77, and 79 the College offered The Paris Quarter and, in 1978, the Summer Program in Italy.* These 12 credit courses include over 100 hours of class time during a month abroad, bracketed by 12 hours each of preparatory and review classes on campus. The Paris program is co-sponsored by the University of Paris VIII, which maintains the secretariat, representing a unique cooperation between institutions devoted to working adults - and is served by other international, national and regional organizations. The Italian program is hosted by the municipality of Bologna and, likewise, received support from other organizations and individuals. In each case, the students receive instruction from Wayne State faculty and from 20-40 nationals in a variety of professions and occupations. Readers containing specially written material and an anthology of published articles are prepared for each program. The French program restricts itself to the Paris region while in Italy there are study trip to Modena, Venice and Rome - the focus being Bologna.

These are no ordinary study abroad groups in their composition nor, as examination of the attached schedules will show, are the courses typical of foreign programs. An effort is made to expose students to the social, political and cultural aspects of the host country while relating to the themes of the BGS degree (Work and Society; Conflict; Ethnicity and Community; Urban Studies; Folk, Mass and Classical Culture; Technology and Values, etc.). The report to the Provost on the 1976 program only superficially describes the profound changes in people's lives and their continuing effects - as they are known to have occurred during and after these study trips.

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* The 1978 program in Nigeria and West Africa was postponed because strikes had closed the cooperating universities. There is a study trip to Mexico in the fall of 1979, and the Nigeria trip is being planned for 1980, as well as trips to West Germany and the Soviet Union, also in the planning stages.

The Paris Quarter

This is the final schedule of the Paris Quarter, 1976 as it occurred, and supercedes all previous schedules. Not shown are the afternoon discussions which took place on most days. Lecture/discussions with speakers took place from 9:30 am-1:00 pm.

Saturday, June 12	Arrival in Paris and check-in at Cité Universitaire	
Sunday, June 13	Visit to Notre Dame cathedral and organ concert	
Monday, June 14	Urban Renewal Policies in Paris M. Coquery, Directeur de l'Institut d'Urbanisme de l'Academie de Paris - Université de Paris VIII	
Tuesday, June 15	Visit to urban renewal sites in Paris M. Coquery	
Wednesday, June 16	New Towns in France P. Merlin, Professeur et Vice-President de l'Université de Paris VIII (and President-elect)	
Thursday, June 17	All day visit to the new towns of Marne-la-Vallee and Evry A. Bouteille, Ingenieur, Chargé de Mission This day organized by Etablissements Publics d'Aménagement, Group Centrale des Villes Nouvelles	
Friday, June 18	Politics of Urban Planning F. Ascher, Maître Assistant à l'Université de Paris VIII	
Monday, June 21	Contemporary Culture in France R. Dadoun, Assistant au Département de Litterature Française, Université de Paris VIII	
Tuesday, June 22	The University of Paris VIII	
	10:00 am-1:00 pm	Introduction to the university and adult education M. Debeauvais, Professeur au Departement des Sciences de l'Education G. Berger, Maître-Assistant au Département des Sciences de l'Education N. Meyer, Chargé de Mission, Formation Permanente Others
	1:00 pm-5:00 pm	Luncheon as guests of the President and discussion with professors and students

Wednesday, June 23	9:00 am-11:00 am	New Tendencies in Cultural Animation in France/Training of Cultural Animators A. Veinstein, Directeur de la Filiere Animation Culturelle de Paris VIII
	11:00 am-1:00 pm	Cultural Animation in Public Schools J. Bellay, instructor at Paris VIII
	3:00 pm	Visit to the Théâtre de l'Est Parisien Mr. Taupier, TEP
Thursday, June 24	9:00 am-1:00 pm	Corporations and Cultural Animation - a Case Study: National Railroads of France Mr. Pare, cultural animator
	3:00 pm	Visit to Théâtre Maison de la Culture des Amandiers de Nanterre D. Chenet, Nanterre House of Culture
Friday, June 25	9:00 am-1:00 pm	Design of Cultural Equipment J. Bosson, architect and scenographer
	3:30 pm	Visit to House of Youth and Culture at Herblay Mr. Reinaudo, House of Youth and Culture, and Representatives from Ministry of Sports and Leisure, French Federation of Houses of Culture, Municipality of Herblay and directors of Houses of Youth and Culture Country buffet offered by the city of Herblay
Monday, June 28		Unions and Political Parties in France B. Cassen, Professor and Director of the Anglo-American Department at Paris VIII and journalist, Le Monde Diplomatique
Tuesday, June 29		The Third World B. Cassen French Trade Unions A. Stern, Director, Renault, Metalworkers Union, CGT
Wednesday, June 30		Film: Soleil O by Med Hondo followed by a discussion of the film and on the history and quantitative aspects of foreign immigration in France E. Bolo, Chargé de cours au Département Sciences de l'Education, Paris VIII Tunisian and Senegalese students at Paris VIII

Thursday,	July 1		Socio-Cultural Problems of Black, Maghrebian and Portuguese Immigrants Same group as above, plus C. Aidarat, Researcher at Paris VIII
Friday,	July 2	9:00 am-11:00 am	French Trade Unions and Immigrant Workers F. Lançon, Member of the National Bureau, CGT J-P Pertus, National delegate of Logement et Promotion Sociale Participation of same group as Wed. & Thur.
Saturday,	July 5		Free Visit to the châteaux of the Loire Valley
Tuesday,	July 6		All day meeting at the Organization for Economic Cooperation and Development (OECD)
		10:00 am	OECD - Aims and Structure F. Cassavetti, Head of the News Division
		10:45 am	The OECD Cooperative Action Program and Education R. Kapil, Technical Cooperation Service
		11:30 am	Migrant Workers J. Aveling, Manpower Policies Division
		2:30 pm	Recurrent Education T. Schuller, Center for Educational Reserarch and Innovation
Wednesday,	July 7		Environmental Action in France C.M. Vadrot, Journalist, Le Canard Enchainé and ecological activist
Thursday,	July 8		Half-day meeting at UNESCO Structure and activities of UNESCO Film on cultural preservation Cultural preservation activities of UNESCO Section cn Science for Human Ends
Friday,	July 9		Free
Saturday,	July 10		Return to Detroit

US/WC Program Summer Study Program in Italy

April 29	Shor	Orientation/Intro to Culture and Politics in Italy
June 17	Shor/DiTommaso	"
July 1	Shor	"
July 6	Detroit Metro Airport	American Airlines #478 to New York LaBuardia, arrive 1:19; transfer to JFK TIA flight to Rome
		Arrival in Rome, special bus to Rome train station
July 7		Arrival in Bologna
July 8/9	Shor/DiTomasso	Orientation and History
July 10	City Administration	Bologna Urban Affairs
July 11	Shor	Post WWII Bologna Politics
July 11	DiTomasso	Post WWII Italian Literature
July 12	Ginzburg	Contemporary Union Politics; Tour of plant
July 13	DiTomasso	The Italian Short Story: A Dialectical Aprpoach
July 14		Train trip to Venice
July 14-17	Shor/ Proctor	Tour of Venice; Venetian History and Art
July 18	Tovoli	Bologna Civic Museum
July 19	Vacari	Education in Bologna
	Shor	Italian Adult Education
July 20	Benvenuti	History of Cooperatives
	Shor	Cooperatives and Communism
July 21	Viviani	Florentine Politics and Culture
July 24	DiTommaso	From Dante to Today
	"	Contemporary Italian Poetry
July 25	(Bologna)	Language and Life in the Region
July 26	Shor	Italian Political Philosophy
	Benvenuti	Fascist Culture and Politics
July 27	Shor	Oral History
July 28	"	"
July 31		Train trip to Rome
August 1	Shor/DiTomasso	Classical Rome
August 2	Jonstone	Italy and Eurocommunism
	Croci	Italy and NATO

August 3		Special seminars on Culture and Politics
August 4		Return trip to New York
		Return to Detroit
August 12	DiTommaso	Review and Lecture
August 19	"	Review and Lecture
August 26	Shor	Review and Lecture
Sept. 9	"	Review and Final

This program was designed and co-instructed by Fran Shor, University Studies/Weekend College and Andrea DiTommaso, Romance and Germanic Language, College of Liberal Arts, Wayne State University.

ORIGINS*

Like most conceptions, that of the Paris Quarter took place in a time of passion: the heady atmosphere of winter, 1975 when the student population of University Studies and Weekend College was growing exponentially and everything seemed possible. Why not provide adult students with the opportunity to study abroad usually reserved to youngsters and, in particular, offer them the chance to exchange ideas with their peers in another country? We confess now to worrying little at the very outset about the formidable logistics of the project - student finances, vacation time, family separation, implementing the academic program; it would likely have been discouraging.

One thing was decided quickly. The Paris Quarter would not be a typical study tour of classical culture, but a serious exploration of the social, political and cultural life of Parisians; it would parallel the concerns of the Weekend College degree program. With that in mind, a questionnaire was distributed to students at the winter conference courses, and over 100 of them expressed interest. It was a beginning, but the rest of the gestation would be more difficult.

A memorandum of intent was sent to Dean Ben Jordan on March 19, 1975, who referred it to Tom Hagerty. This began our frequent collaboration with Mr. Hagerty, who supported us with advice on procedures as well as other suggestions for facilitating our plans.

By spring we were beginning to work on content. We knew what we wanted covered; the problem was not to overlook the best instructors by limiting our choices to personal contacts. Two individuals, a trade union official and a professor, to whom we described the project offered to help, but then we found a more suitable solution. That fall, one of us (E.B.) was invited to present seminars on the Weekend College to the staff of the University of Paris VIII at Vincennes, an institution whose student body also includes a large number of working adults, and when the subject of the Paris Quarter arose in discussion, their continuing education division (Formation Permanente) expressed willingness to help find instructors if we were to submit a subject/calendar grid.

The summer and fall also saw initial contacts with other individuals and institutions which would participate in the instruction (OECD, UNESCO, trade unions) whose contribution we, and not Vincennes, would have the responsibility of assuring. We wanted students to meet labor leaders, urban planners and members of international organizations as an integral part of the course, and this also resolved a problem of timing: professors would be available at the end of their normal courses and examinations and prior to their departures on vacation, i.e., less frequently during the latter part of the Paris Quarter. We received the accord of the Cité Internationale Universitaire that our students could lodge there and, again, the timing had to be such that enough resident students had completed examinations and had vacated their rooms. We signal these constraints for the benefit of others who may attempt a similar cooperative venture elsewhere.

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* This section was written by Eric Bockstael and Eric Fenster, who are the organizers of the Paris Quarter.

By January, 1976 we were ready to announce the program and to recruit students. At this point the question of the nature of the understanding with the University of Paris VIII arose. While this was eventually clarified, it was not until after the winter conference courses which would have been the most opportune moment to distribute descriptive brochures to Weekend College students. By the time brochures could be mailed instead, the interval between their receipt and the due date for deposits which would hold charter flight seats was too short to allow a number of students to make necessary financial and vacation time arrangements. Here, we were rescued by the Center for International Educational Exchange (CIEE) which was able to book an alternate flight and to extend the registration deadline. The Center stated that it made an exceptional effort on our behalf because it was impressed by the kind of students who were going and by the nature of the course. We express our gratitude to them for making the Quarter possible.

Some remarks about recruitment may be helpful to others. A disproportionate number of Paris Quarter students were, or had been, members of one of our other classes. This may have been because they were more comfortable going abroad with an instructor they knew and/or because we reminded our classes about upcoming deadlines. Other students were referred to us after they asked their instructors or a counselor about the program. In short, in perhaps the majority of cases, personal contact was of greater importance than the brochures in students' decisions.

Wording of the brochures is, however, critical and misinterpretations occurred in spite of our efforts to be precise. The challenge is to encourage prompt response without making dates seem so inflexible that students renounce consulting over special problems they may have. While cost undoubtedly excluded many potential students, this factor was usually decisive before any contact was made with us and we were most aware of the difficulties posed by leave or vacation time. Some students must apply for this early in the year, especially those in workplaces where they are competing for the few exceptions to seniority-based selection of vacations. Others cannot get approval until it is nearly too late. In an ironic case, a student was denied leave at the last moment because he was to be honored for his work and was required to be present at the awards banquet!

Aware that our students don't habitually spend long periods separated from their families, we spent time developing a contingency program for accompanying spouses. We were concerned at the strain on both if the student were in class all day and the spouse left to shift for him/herself. No spouses did come in 1976, though some prospective students even inquired about bringing children, so it is wise to plan for this eventuality.

The above comments, and others elsewhere in the report, serve to call attention to the peculiarities of organizing study abroad for adult working people.

ORIENTATION

Three four-hour pre-trip meetings were held on campus during April and May. At the first, we were happy to note that the participants were very representative of Weekend College students in age, ethnic distribution and occupation; there were more women than the percentage in the program overall. Some had been abroad as tourists or with the military; most had not.

We expected to begin with an introduction to the urban geography of Paris, to transport, currency, some customs, rudimentary language (greetings, counting, ordering food, etc.), to answer logistical questions about the trip and then to get into overviews of the course subjects. The first objectives were accomplished, but we were disappointed when the second meeting erupted again into questions about clothing, electric voltage, etc. Had the group not grasped or, worse, not intended that the purpose of the trip be serious study, or were we insensitive and impatient at the needs of the students to feel quite comfortable about the venture? The problem was resolved by one of the students who announced firmly that she had come to learn and wanted to get on with it. We were fortunate that the initiative came from a student and not from us and it was probably at that point that the group began to become an entity. Anyway, for the rest of that meeting and at the third session we had a concentrated discussion of French political parties, labor unions, immigrant workers, cultural democracy, etc, - with good questions and debate.

PARIS

Two things must be said about the account which follows. First, the successes and difficulties occurred in the context of a record heat wave. There was not a single day that the temperature did not reach 90°F, and as many as six hours were spent in daily classes. Second, the appended course outline was only the framework of a total educational experience. We learned some of what that experience meant to students on the spot, the rest from the journals they were required to keep and which we read upon return to Detroit.

One of us went to Paris a day early to check that the lodgings were ready and to collect a supply of bus tickets and French currency for the students so that their transfer from the airport would be expedited. The students arrived tired and hot at the charming quadrangle of the Fondation Deutsche de la Meurthe at the Cité. Inside, it was different. Comfortable homes had been left for the small sparse rooms and one-per-floor lavatories of the Parisian student. Many were shocked, but said nothing - at least, not until the next day; the drought had brought out the insects all over France and, at the Cité, that meant cockroaches and bedbugs. Exterminators were called in, but morale took another setback when we discovered the basement room assigned us for classes to be dingy and uncomfortable.* It was a morose group which sat down for its first class session.

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*Through the intervention of Vincennes and the Maison d'Italie, it was later changed.

The situation was relieved by Mr. Coquery, the first instructor, who built an immediate rapport with the students. His subject was the urban renewal process in Paris, an exercise which is effectively driving the working class out of the city proper and into the suburbs. The title of the talk was deceptively limiting; in fact, it turned out to be an introduction to the entire month's study. In the first place, it was the initial exposure to what one might say is a more European habit of placing contemporary issues in their broad historical and political - even ideological - context. The students sensed the difference, we pointed it out in the afternoon discussion session and, before long, the group was very aware of the pattern. Second, it was impossible to describe urban renewal without talking about the centralized legal structure of France, about the role of unions in the housing controvery and about the immigrant workers who were so often the people displaced. The neat division of the course areas broke down in a torrent of questions.

These questions taught us something, too: the depth of the ethnic organization of Detroit. Students insisted on knowing the ethnic distribution of Paris' neighborhoods, trying to force this city (all cities?) to be a parallel to Detroit. If the questions seemed to confuse Coquery a little, the answer that the heterogeneity of Paris was largely of a different kind was perplexing to the group, but it began the establishment of new frames of reference necessary to understand another society and culture.

Finally, the meeting produced the only really overt conflict we observed related to the diversity of the group. A white student from an affluent suburb repeatedly expressed distress at the sort of the displaced inhabitants, especially the immigrant minorities. At last, a black student retorted that it was all very well to shed tears for the poor in Paris if only he could have remembered hearing the same outcry back in Detroit.

The next day, Coquery led a walking tour of urban renewal sites which was a highlight of the course. Beginning in the 13th arrondisement and ending at the Montparnasse Tower, Coquery was able to demonstrate in a small area the old two and three story housing of Paris, the seven story 19th century buildings, early public housing, mixed public/private and fully private construction, labor and capital intensive building techniques (in progress), company housing built by the railroads, the controvery over plans for an inner-city freeway, a dispute over a children's play area, the disappearance of ground-level shops as a function of modernization and the new business/shopping complex at Montparnasse.

One anecdote: half-way through the walk a student, obviously puzzled, asked whether Paris residents went to the post office to seek their mail. We didn't understand the question until we realized that, with respect to the low-rise urban geography of Detroit, home delivery appeared to this person to be a monumental logistical problem in the density of Paris housing. Interestingly, moments later we came upon a note tacked to the entrance of a building slated for demolition, attesting to the continued presence of the residents and asking the postman to keep delivering the mail. (There was the implication that cutting off service was a pressure on occupants unwilling to vacate.)

The next days saw further discussion of the politics of renewal and of the history and organization of new towns, capped by a visit to the new towns themselves. For this excursion, Arnauld Bouteille, project director at Marne-la-Vallée, chartered a bus for the day which collected us at the Cité Universitaire. Students received a lecture on Marne-la-Vallée, studied a number of models of it and took a bus and walking tour of the project. They were guests of the Etablissements Publics d'Aménagement for a luncheon/discussion at a nearby inn.

The elaborate meal became a cultural lesson and event, an introduction not only to the standard courses of a French meal but, with such touches as the visual presentation of each dish before it was served, to other preoccupations with food in that country, including the esthetic one. Nobody was unimpressed. As a final surprise, the auberge owner entered with his accordion at the end of the meal and played a medley of American and French tunes. Spirits were high and a number of people rose to dance. It was an emotional moment, probably because, it is fair to say, we sensed that this was the point at which the assortment of students coalesced into a group. We learned later from several journals that at the end of the first week and after the initial discomforts, there was a wave of homesickness. The dinner turned that around.*

Afterwards we went to Evry, another new town, to tour its cultural center, the Agora, and returned - to the accompaniment of a running political commentary on new towns by our bus driver (learning never ceased) - late in the evening to the Cité.

The section of the course on cultural animation began with as academic a lecture as one could ever hope to hear (Dadoun). The students listened quietly at first (out of politeness?). We were ashamed of our skepticism when a stream of exceedingly perceptive questions came forth.

Besides the additional lectures on this topic, there were several visits to institutions for popular culture. The first, to the Théâtre de l'Est Parisien in a workers' district, was not successful because it ended up as a lecture format with nothing to see or do, but the occasion was used to visit the nearby Pere Lachaise cemetery, particularly the section including the Mur des Fédérés, the graves of French political leaders and the monuments to civilian martyrs of World War II. At Nanterre, students toured the existing and the nearly completed new Houses of Culture and saw a slide show on artistic activities of children as part of the lecture/discussion with the animators there.

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*A tragic event about that time also brought the group together. One member fell ill and was hospitalized for the rest of the month. Students taped the classes and took turns discussing the content with her at her bedside.

At Herblay, a town of 17,000 near Paris, the visit to the House of Youth and Culture was a mixed success. A bus, provided by the town, met us at the train station, and a "Welcome" banner had been affixed to the House entrance, signs that special preparations had been made for us. The discussion included national, municipal and organization representatives as well as cultural workers - and, it was heated. Students were exposed not only to conflicts between different levels of government but to the complicated competition between political parties for influence in the cultural democracy movement. The problem was that the participants were reluctant to pause for translation. It seemed that our visit provided an occasion for them to debate their grievances with each other, and students felt somewhat left out.*

Later, the director of the House took us on a tour of the town and the students could appreciate the history of a Paris "suburb" from the baptismal font, dating from the time of Charlemagne, in the church to the views of the Seine valley which Monet painted here.

On the way back, a number of students stopped with us at a café near the train station where, it turned out, we stayed for hours. In the quiet atmosphere of this small town, we took stock of the trip to date: the expectations, the surprises, the role we were playing as instructors, the dynamics of the group.

This may be a good point to make two general observations. There was constant emphasis on the conflict between theory and practice which is so much a part of France. In the area of cultural action, the government funds construction of the buildings but holds back the money for their functioning. When students were told that cultural activities were designed to attract workers more than the typical middle class clientele, they pressed the admission that these efforts often failed and exchanged ideas on the "recruiting" tactics used. Similarly, students had some negative feelings about new towns from the lectures, were converted when they saw first-hand the physical design concepts and then had to realize such factors as the implications of their relative isolation for urban-oriented Parisians, restricted access because of cost and the underutilization of well-planned cultural activities in these communities.

Second, we tried often to point out small clues for comparing French and American life. For example, the dark stairways of apartment buildings, lit by each user via the "minute-lamp", had implications about the level of security in this large city. Or, at the Herblay cafe, we struck up a conversation with a father and his young son, one drinking a glass of wine and the other eating an ice cream. We noted the dearth of American institutions which could acommodate both tastes and permit such a father-son after dinner outing.

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*Most classes were in English. For this, and other exceptions, we interpreted.

The conflicts just mentioned were rarely so evident as during the day spent with our hosts at the University of Paris VIII. This institution was created after 1968 to serve younger students and working adults with such innovations as admission without a secondary school diploma (the baccalaureat; work experience substitutes), an American-style credit hour system and a general studies degree. It is the source of continual debate,* not the least of the reasons being that while it rapidly grew to 30,000 students, the government maintained the original budget set for 7,000. Since many of our students are new to higher education as it is, the morning discussion on adult education posed additional difficulties because it was necessary to explain two new systems: traditional French education and the experimental departure from it at Vincennes.

In the light of the just-mentioned budget problems, the seven-course banquet offered to our students by the President was even more special and we understood it not just as a gesture of hospitality but as a measure of the importance of international cooperation and mutual learning between institutions involved in adult teaching. The meal was attended by enough of the English-speaking faculty so that, during the four hours it lasted, each student had easy access to at least one of them.

We learned on this day that each of the instructors who had so far addressed our class had reported back a favorable impression of the response, especially at the level of the questions asked. One professor complained vociferously at not having been asked to lecture to Wayne State students. (He will be, this year.)

* * *

If the above descriptions suffice to give the flavor of the formal instruction and associated events, some other aspects of the learning experience can now be briefly mentioned.

Many students had considerable contact with Paris residents through personal references, organizations parallel to those they belong to at home, course speakers and chance meetings. They dined in the most affluent homes, in the poorest and in those of some of the instructors. One contact was reciprocated when Ettore Gelpi, the UNESCO official who had spoken at the Spring, 1976 Adult Education Conference of the Weekend College, invited the class to his home. A very deep relationship developed between several students and the Tunisian who became attached to the group after his speaking appearance in the course section on immigrant labor.

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*recently summarized in: M. Debeauvais, ed., L'Université Ouverte: Les Dossiers de Vincennes, Presse Universitaires de Grenoble, 1976.

The setting, the Cité Universitaire with its thousands of graduate students from around the world, and the heat wave combined to provide most of these contacts. Nightly, our students spread their blankets for what became the famous lawn discussions. From what we read in the journals, this is where most of the exchange of ideas and experiences took place. Moreover, this display seldom failed to attract other residents of the Cité; some became regular visitors.

Midway through the course we changed the discussion sessions of the afternoons from full group with both instructors to groups of seven with a single instructor in the hope of beginning to tie together the material. We found, instead, that at the first of these the students had had enough experience with Paris to be more acutely aware of the gaps in their knowledge and we were inundated with questions of detail. When the second such discussion started out in a similar manner, we insisted strongly that the synthesis begin. This provoked a serious dispute, led by one student who interpreted the effort to mean that we were trying to impose our opinions and who felt that an instructor's job was simply to make information available. This was resolved reasonably amicably and, while in retrospect (i.e., having read the journals) we don't feel our attempt was wrong, the synthesis we wanted could not fully occur until students had returned and were able to view Paris in the light of their re-entry experiences.

An indication of student feelings about the Quarter by the last week came when a vacationing reported from a Detroit newspaper accompanied our excursion to the Loire Valley and interviewed students with the intent of submitting an article. Two days later, following a lecture, the instructors were excused from the room. We learned later that many students were disturbed by the line of questioning during the interviews. They were just completing an exhausting and serious learning experience and feared that the article would be written as a human interest story or, worse, of the "ghetto blacks see Paris" sort. While the group was split, a majority felt protective of the Paris Quarter and their invovlement in it and that action should be taken to prevent appearance of an article with that slant.

DETROIT

Two post-trip meetings were held during August and September. These, and the journals, gave us the real results of the Paris Quarter.

We discussed re-entry extensively. In fact, many students seemed relieved to be back together at the first meeting, not only because of the friendships which had developed, but because they had had difficulty explaining to friends and family what had happened abroad and needed to talk to people who could understand. One student's co-workers kept insisting that she tell about the "ball" she had in Paris - until she finally gave up trying to explain that that was not what it was all about.

They missed the life on the streets, and some had been to the Pontchartrain to seek the nearest thing to a café. Fresh foods were missed; some had changed their eating habits. There were fears that the new spectrum of political views to which they had been exposed could not be openly discussed as topics of legitimate debate. Some marital relations had become strained and we had to counsel one non-student spouse on how the new behavior of the partner had evolved and why it need not be threatening.

It would be impossible here to summarize the accounts of all of the journals, but there were some trends we noticed. By the first or second week, changes had occurred in feelings about the housing and the lack of amenities. Many students discovered that they could get along without conveniences they had believed indispensible. One was ashamed of earlier complaints in the journal, asking how it was possible, because of recent upward mobility, to have forgotten so quickly origins in poverty.

We enclose excerpts from one journal in the appendices. It is not meant to be representative; it was the best written. At times, the journals written in a less exceptional literary style were the most poetic, informative and informed.

> Consider this: "June 26. I went to the Louvre. An American lady from Florida State and I...started out about 10am and stayed for about six hours. Had a great time, most informative day one could have. She was able to explain almost all the works of art... almost could make a man with my background get involved in French history. The large paintings of Delacroix are just great, work that cannot be taken lightly, really magnificent and must be one of the truly extraordinary works of art. I have just spent one hour looking at one very large composition of David, Jacques Louis, 1948-1825. The painting is that of the consecration of Napoleon and the coronation of the Empress Josephine. I must say I was impressed by its size, but the story was even more interesting of how Napoleon might have been painted as David started to do, and that was showing Napoleon crowning himself. However, Napoleon felt that is was more desirable to have David paint the coronation of Josephine with the Pope's blessing. The colors were so brilliant that I had to stay and look again. June 27. Returned to the Louvre. Just had to go back to Jacques Louis David's works of art...I never thought I would be standing in front of these great paintings. This is a great day in Paris. Had a little lunch at a nearby self-service. Returned that afternoon to admire some more art works in this great museum which seems more than just a museum, almost a book of history and culture that keeps unfolding at each painting and work of art. The Louvre really has me thinking about art. All these rich works of art give me the impression of a living idea. How all this has been saved even though it has suffered periods of neglect. I guess not to sound too Louvre nuts I will say that at the end of this day that I have a true feeling that the Louvre is a living idea of French history. The

environment was so artistic that one would know that a great amount of intelligence, talent and grace had to be combined to make the Louvre stand as the center of learning for today and future generations of students. A real treasure house."

These writings were usually quite frank including, we are pleased - if sometimes embarrassed - to say, the observations and criticisms of us as instructors and personally. There were some reported conflicts within the group and, in one instance, while we don't know if the people involved resolved their differences openly, their journals revealed an evolution from hostility to sympathetic understanding in almost day-to-day parallel fashion.

* * *

In trying to draw conclusions about the influences of the Paris Quarter, we have further evidence from what has happened since it officially ended. For one thing, the solidarity of the group has largely been conserved. Many of the students take workshop classes together, they gather at conferences, they organized two photographic exhibits on the Quarter for campus display cases, two reunion parties have been held, there is an especially active interest in the welfare of the Weekend College among them and several plan to return with the 1977 Paris Quarter, for which we will organize directed study, perhaps leading to the senior essay.

Since both of us have some of these students in our classes, we know first-hand that they use what they learned in discussions. Recently, for example, in a session dealing with the expectations people had of the scientific discoveries of the 15th and 16th centuries, a student compared this to the expectations of Paris and the struggle to understand and cope with the disappointments. It was clear from the argument that this person had come to the point of looking at the world openly and analytically, of recognizing the needs for both change and adaptation. Other students contributed their knowledge of the French social security system to a class on health care delivery. One student demonstrated a marked improvement in the intellectual quality of written papers and oral presentations. A student, now graduated, turned a senior essay on city government into a comparative study of Paris and Detroit.

We view the increases we have seen in personal and in intellectual confidences as derived from the totality of the experience in which adults had an opportunity to learn that they had the ability to cope with an unfamiliar environment and to share and further this process by long discussions with their peers.

Outside the classroom, we know that one student who was a member of a UAW bargaining committee used the knowledge of French labor practices to advantage in contract negotiations, and that another has given speeches and written articles on the French counterpart of a local organization.

One specific educational project which may be implemented came out of a post-trip meeting. One student remarked that because of the access to people and institutions we had, we knew more about Paris, in some ways, than the Parisians. A second hazarded that we, then, had a similar lack of knowledge about Detroit. A third suggested a Detroit Quarter which would be a comparable full-time period of study. If enough students could get education release time from their employers, the idea might be worth exploring.

It is certain that if the reciprocal visit, suggested by the University of Paris VIII for their students, comes to be that veterans of the Paris Quarter will play a significant role in welcoming and teaching them.

CHANGES

While we are satisfied, overall, with the results of the first Paris Quarter, we find that there are many areas for improvement.

Students have said they would have been more at ease had they had a better introduction to the language. While it would be hard to do this and still accomplish the other objectives of the pre-trip sessions, we will try to make it possible for new applicants to take a course in French during the Spring Quarter as an elective in their BGS program.

Even though most of the guest instructors regularly teach working adults, they usually requested information on our students and on our degree program so that they could decide how best to orient their presentations. So that these instructors can have that information well in advance, we will prepare such a descriptive document for distribution via Vincennes to each of them.

We were reluctant to assign books to be read during the portion of the Quarter which took place in Paris itself* since we felt that full advantage should be taken of the learning possibilities outside the classroom. Several factors have led us to modify this position to the extent of preparing a multi-purpose reader which would be available in time for the pre-trip sessions. The reader will have three objectives:

1) Introduction to Paris. It would be most convenient for students to have, in writing, many of the practical aspects of the city - urban geography, transport, restaurants, communications services, etc. - which we explained verbally.

2) Introduction to the course. We found that lecturers were often obliged to begin with a substantial amount of factual material (e.g., size and orientation of various trade unions, statistics on immigration, etc.). While these were usually excellent summaries, it is more desirable to make use of the instructor for questions and discussion. Therefore the reader will contain preparatory material where appropriate and written, when

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*except for the Michelin Guide to Paris.

necessary, by us. In addition, there will be a collection of published articles which cover the topics in more depth or from different viewpoints. Eventually, we hope we would have the funds to commission the writing of some preparatory articles by the guest instructors themselves.

3) Introduction to the journal. For most students, writing the journal was the first such experience and it is necessary to explain the difference between note-taking and commentary, integrating the observations made in and out of class, etc. We will illustrate using excerpts from the 1976 journals.

4) Bibliography. Each student was required to write a paper on some topic treated in the course, but we found the quality of these to be less satisfactory than the journals. We think this is because, although we provided a bibliography of these topics in their French context, much of the emphasis in the course was on the comparison of France and the United States and, here, there is less material available on these contemporary subjects. A former Paris Quarter student has already spent many hours doing a literature search which will help us construct the necessary sources and which will aid in developing item (2), above.

Related to the changes in the classroom presentations is our desire to extend on-site learning. We expect that there will be demonstrations as well as talk at the visits to places of cultural action, for example, and more field trips. We have had several discussions about the 1977 Paris Quarter with the personnel at Vincennes and expect to institute the following changes or additions (refer to the 1976 schedule in the appendices, when necessary):

1) We are asking a Vincennes professor who spent a year teaching at CCNY (and wrote about it: Survivre à New York) to appear at the beginning of the course to give guidance on how to view a foreign society, and again at the end for a debate with students called, Survivre à Paris.

2) The lecture/visit by Coquery will be combined into a full-day event.

3) The talk by Dadoun will take place in an artist's studio so that examples can be better demonstrated.

4) The presentation by Bellay will probably take place on site.

5) The visit to the Théâtre de l'Est Parisien will be cancelled and we will substitute an afternoon tour of the Théâtre de la Ville with its director, dinner at the theatre restaurant and attendance at a performance of the London Contemporary Dance Theatre which will be playing there in June.

6) We will tour the new and controversial Beaubourg Cultural Center.

7) The session on trade unions will take place at the office of the Renault factory's union. We will lunch at the union cafeteria and have a chance to meet some of the workers after the first shift.

8) The Third World session will be supplemented by one on Paris' history as a political and artistic "refuge" and the importance of this unique sort of international community which has often existed within that city.

9) The section on immigrant workers will be organized into two days, hopefully with a visit to one of the concerned social organizations or a residence.

10) There will be a new session on the French press since it is so differently organized than in the United States, with journalists from papers of different political persuasions. The preparation in the reader for this session will include translations of the same story as seen by different newspapers.

11) We will drop the environment lecture (the speaker will appear as a journalist under item (10)), and add a day of visits to the Musée de l'Histoire Vivante and the Musée de la Resistance.

12) The program at UNESCO will be improved and we also expect the participation of the United States Permanent Mission so that students will be exposed to both the work of the Secretariat and that of a national delegation.

13) The RATP, which operates the city's mass transit, has agreed to provide a four-hour tour of the Métro system including the control center, new construction and the express lines. They will do this in English.

14) Last year's ad hoc visit to the Loire Valley will become formalized and will last two days. Besides seeing the châteaux, this will be used as a retreat, half-way through the course, for discussion and reflection on the first two weeks.

On the practical side, there will be three changes:

1) The director of the Maison d'Italie at the Cité has agreed to find us lodging in his and others of the more comfortable residences.

2) The University of Paris VIII will provide the additional service of functioning as the Secretariat of the Paris Quarter with part-time assignment of this task to one of its staff. This will be a central location for contacts by individual and institutional participants - prior to, and during the Quarter- and for chartering busses, ordering tickets to performances, etc.

3) We are discussing a procedure by which Wayne State can pay for services rendered without going through the payroll office of Vincennes since that practice caused considerable difficulty and delay.

CODA

The combination of the students, of the course of study and of the international collaboration between institutions of higher education for working adults has, to our knowledge, made the Paris Quarter a unique experience. We have tried to write this report so as to include hints to others who would try a similar experiment.

Perhaps nothing is so important as to have a cooperative host institution. In our case, the institutional support, endorsed by President Claude Frioux and renewed by his successor, Pierre Merlin, was personified by Nicole Meyer, Chargé de Mission, Formation Permanente, l'Université de Paris VIII. Mme. Meyer made the Paris Quarter possible. While she always shrugged off our expressions of gratitude by saying it was simply normal that our two universities should work together, she cannot prevent us from engraving our thanks, on behalf of the students, here.

It remains for us to thank our friends, the students, and to hope we have accurately reflected their experience. There is something presumptuous about teaching adults and limiting contacts to the classroom; if we can use what we learned by living together, we will serve them better.

SECTION IB:

Curricular Adaptations for Different Groups of Working Adults

One of the special features of the University Studies and Weekend College curriculum is its adaptability to the special needs, interest, and conditions of different groups of working adults. In the previous part of this section we have presented the US/WC curriculum as it has developed over the past five years. In this part of the section we shall show how special adaptations have developed and the principles which can be used for further adaptations.

We start off with a presentation of the evolution of an adaptation for city workers which we call the Urban Studies Module. This experience developed over three periods - the first coincided with a major revision of the city charter which affected all city workers. The more recent issues confronting city workers are those of severe shortages of public money for city services in the midst of an already severe urban crisis. This module was developed in close collaboration with top city officials and was also helpful in developing a collaborative model for research and service (called the city/university consortium) between the City and the University.

The second presentation is the labor studies module which is distinguished from the model for working adults (much more general). This model has been developed with close collaboration between the program, workers, and unions and in a number of cases management. It has also been related to the Michigan Quality of Work Life effort and the relation of education to QWL.

The third presentation deals with the experience in developing an adaptation for prisoners at Jackson State Prison in collaboration with a two year program of Jackson Community College and the prison authorities.

The fourth element focuses on one adaptation experience, namely the production of a high level TV course in ethnic studies out of materials available from public broadcasters and others and in close collaboration with public TV and a number of other educational institutions. This is an adaptation based on one of our delivery methods and one segment of the curriculum, rather than the entire model. It is applicable to many other situations in the U.S. and abroad.

The final section deals with a number of professional oriented adaptations which also serve to show a schema for adapting the model.

The Urban Studies Module: Adaptation for City Workers of US/WC Model

In this section we shall present the results of three efforts at adapting the US/WC model to the needs of city workers and city departments.

The first of these was developed in the 1974/75 academic year, that is in the midst of the second year of US/WC's existence. It attracted over 60 students at the time.

The second was developed in the academic year of 1977/78 as part of a major project of relating Wayne State University to the City by means of a "City/University Consortium" dealing with City needs and University capabilities in research, community service, and instruction.

The third was developed over the summer of 1978 as a function of our NEH grant and the development of relations with the city through previous efforts.

In all cases the development of the curriculum was done by US/WC faculty and staff in close collaboration with city personnel and the experienced personnel from Wayne State University's Center for Urban Studies.

DOCUMENT: THE URBAN STUDIES YEAR: A JOINT PROGRAM OF THE WEEKEND COLLEGE AND THE CENTER FOR URBAN STUDIES (Dec 1974)

The objective of the Urban Studies Year is to acquaint the student with the range and nature of problems facing urban America today and to impart the understanding and skills considered helpful in developing methods of coping with and finding solutions to some of those problems. Emphasis will be placed on applied skills and problem solving techniques including research and analysis, planning, policy formulation, management, decision-making, and conflict resolution. In addition, each student will be expected to acquire a working familiarity with at least one major urban problem.

The Urban Studies Year consists of the following program:

FALL QUARTER **ETHNIC STUDIES I -TV**

Ethnic Studies I is a comprehensive view of the immigration process to America and the migration process within America. It presents the manifestations of ethnicity in our present society. Detroit is the focus for the discussion of such topics as ethnic mobility, political strategy, the ethnic family, and the impact of institutions on local ethnic communities. Discussions are held with ethnic community leaders, geographers, historians, anthropologists, and community activists in this question for understanding Detroit's ethnic mosaic.

URBAN STUDIES WORKSHOP

This workshop provides an overview of urban problems confronting us today. Such important issues as transportation, housing, poverty, crime, education and the urban environment will be explored. The student will be exposed to the dimensions of the urban crisis and the range of problems which confront officials, policy makers, planners and citizens.

URBAN STUDIES CONFERENCE

Topics will vary each year depending on which issues are of greatest concern or where current developments warrant attention. Thus, one year the conference may focus on housing while another may cover employment, crime, or finance and taxation. Not only will the various facets of each problem be explored, but a number of proposed solutions and case studies will be examined.

COMMUNITY DEVELOPMENT CONFERENCE

This conference will focus on the growth of metropolitan areas and the different effects of this growth upon the community. Presentations concerning urban sprawl and its many consequences; the effect of decentralizing the schools; the ethnic dispersal, etc. will be made. Revenue sharing will be analyzed in terms of the competition for resources between communities. Case studies will be used to expose the student to the types of developmental efforts being tried and the problems which are encountered.

WINTER QUARTER

WORK AND LABOR - TV

The first seven weeks of this course have been designed to provide a historical overview of work and labor in America. The remaining weeks in the course will be devoted to special contemporary problems related to work and labor. Throughout the course four principal themes will be emphasized: Who are the workers ? What do workers do ? How do workers quest for power and dignity ? What are the relations between the workers and the institutions of work and the process of technological change ?

URBAN GOVERNMENT WORKSHOP

This course will focus on the forms of urban government. Detroit's new city charter will be examined, with emphasis placed on its innovative features. Metropolitan forms of government will also be studied. The politics of change and the problems of managing large urban areas will be reviewed within the framework of management theory and practice.

URBAN RESOURCES CONFERENCE

This conference will examine the resources available to cities, and it will look at the models of mobilizing and organizing those resources to treat urban problems. Service delivery systems will be analyzed in terms of the transformation of resources into programs and services. Program efficiency and effectiveness assessment, priorities, alternative analysis, and inter-program linkages and potentials will also be reviewed.

WORK, PEOPLE, FAMILIES AND INSTITUTIONS CONFERENCE

Participants in this conference will examine the change and bureaucratization of the family, institutions, and work tasks that individuals perform. The changing patterns of relations in work places, work habits, and the quality of life will be discussed. Managerial work life will be analyzed, as well as recent trends in modern management.

SPRING QUARTER

CONFLICT STUDIES - TV

The students are made familiar with the important concepts used in analyzing conflicts as may be concretely applied to an understanding of the world wars of the 20th Century, regional violence such as the Middle East, and communal conflicts in Cyprus, Northern Ireland, and the United States in the late 1960's. Psychological and societal pressures on the individual, which lead to violence, are also discussed.

URBAN PROBLEM SOLVING WORKSHOP

This course will focus on the techniques of analyzing urban problems and developing plans for solving them. Research methods, statistical data sources, and proposal writing will be reviewed. Policy formation, legislative strategies, community organization, and coalition formation will be topics of in-depth discussion.

CONFLICT RESOLUTION CONFERENCE

This conference course will explore the causes, theories, and manifestations of urban conflict in relation to the techniques and strategies useful in resolving conflict. Panel presentations will expose the student to major conflict issues confronting the city. Attention will be devoted to a number of conflict resolution techniques.

SECOND CONFERENCE TO BE ANNOUNCED

SUMMER QUARTER DIRECTED STUDY

Each student will plan and develop one or more study projects on an urban problem of particular interest to him or her, and/or one that he or she had gained knowledge and awareness of during the previous three quarters. In many cases, career related subjects may be appropriate. Meetings and office hours will be arranged to fit student vacation schedules.

FOURTH YEAR ADVANCED STUDIES - URBAN STUDIES CONCENTRATION

Individually tailored study designed to pull together the learning of the previous three years, identify personal and professional goals, and prepare the senior essay-thesis project. A major, applied research paper on an urban problem would be required. Additional options may include opportunities to enroll in advanced courses offered by other departments; or, the student may participate in community/ university wide conferences that may be scheduled during the year. The Advanced Studies Year may include a three month placement in an urban-action agency. There also exists a possibility for directed reading programs.

(Editor's Note: These courses were all offered during the 1974/75 academic year. An example of one of the workshop courses and one weekend of the weekend conference course are presented below.)

WINTER QUARTER 1975 workshop course

"Urban Management, Politics, and Structure"

This workshop will focus on principles and practices of management in the context of a variety of forms of urban municipal government. It will examine urban municipal organizational structures, their responsibilities, methods of operation and limitations. The politics of change and the problems of managing large urban areas will be explored. As a case study, Detroit's New City Charter will be examined with emphasis on its innovative features. Attention will also be directed toward regional governance in its efforts to cope with multi-dimensional Metropolitan problems.

Workshop Course (Continued)

Students will be held responsible for assigned readings from the basic text and other source materials. Other course requirements will include one term paper, periodic quizzes, workshop participation, projects and additional readings as assigned.

Readings:	C. Adrian and C. Press	Governing Urban America
	Melvin B. Mogulof	Governing Metropolitan Areas
	Metropolitan Fund	"The Regionalist Papers"

Workshop Outline

Week I	Principles and Practice of Management
	Development of Management Theory
	Functions of the Manager
Week II	Planning, Organization, Staffing
	Directing, Controlling
Week III	Urban Municipal Organizational Structures
	Local Government Ideology
	Elected Officials
Week IV	Structural Forms of Government
	Executive Officers
Week V	Politics of Urban Municipal Functions
	Public Safety
	Civil Rights and Liberties
Week VI	Public Education
	Public Health and Welfare
Week VII	The New Detroit City Charter
	Analysis of Municipal Government Change
Week VIII	Citizens and Municipal Official Participation
Week IX	Regional Governance: Issues and Forms
Week X	Case Studies
Week XI	Recapitulation and Review

Time Utilization

Lecture	1:20
Break	:10
Discussion	1:00
Break	:15
Discussions	1:15
Reports, Tests	

Conference Course — Urban Resources and Service Delivery Systems

Opening Remarks	William Jordan (US/WC)
Identifying Urban Resources	Moderator: John Musial (CUS, WSU) F. Harris (Uni't Comm Svcs,Det.) J. Knack (Planning Dept. Detroit) R. Roselle (Campbell Ewald Corp.)
Competition for Resources	Gary Johnson (New Detroit, Inc.)
Creating and Organizing Resources	William D. Smith (Plan.Dept.,Det.)
Workshops and Discussion Groups	
Allocation of Municipal Resources	Bernard Klein (CUS, UofM-D)
Problems of Evaluating Urban Services	Paul Epstein (Det.Prod.Cnt)
Prospects of Service Improvement	Walter Dougles (New Detroit)
Possibilities for Major Structural Reform	Charles Lewis (Det Plan Dept)

Readings:	R. Liberry and I.Sharansky	*Urban Politics and Public Policy*
	Advisory Commission on Intergovernmental Relations	*Urban America and the Federal System*
	Michael Rogin	*The New Federalism*
	Hasenfeld and English	*Human Service Organization*
	James Q. Wilson	"Policy Making for the Police: Dilemma of Police Administration" *Cities and Suburbs*
	Mayor's Reorganization Plan	
	Alfred Kahn	"The Delivery of Services at the Local Level"

The Second Effort — Adaptation for City Workers

On the second of September 1977 the second major effort to adapt the US/WC model for city workers was announced. This was to be done in the context of a growing closeness between the University and the City. The chairman of WSU's Board of Governors was the director of the Department of Parks and Recreation, the former director of WSU's Center for Urban Studies and a Professor of Social Work was now Deputy Mayor (after having also served as chairman of the City Charter Revision Commission), and one of the key city council members was a Professor of Community Social Work at WSU.

DOCUMENT

The Development of A Model City Worker Oriented Degree Program in Urban Studies

FROM: Otto Feinstein, Associate in the Office of the Vice President for Urban Affairs
TO: "City Officials"

DATE: 2 September 1977

An opportunity has presented itself to develop a tailor made curriculum for city workers geared to specific skill needs, as well as to the intellectual development of the students. It offers an opportunity of a total, rather than a course by course, approach to education.

In this memo I would like to first deal with the financial feasibility of such a program and then with the curricular structure.

My assumptions are as follows:

1) The University Studies/Weekend College-Center for Urban Studies Module would be the vehicle for this project;

2) A four year curriculum will be developed jointly (City-WSU-Students);

3) the students will be city workers not currently actively pursuing a bachelor's degree program;

4) the agreement should be for a four year period;

5) this year students will start in each of the four years.

Financial Aspects

There are four immediately available sources of financing the tuition payments for this program:

1) Non-City funded rebates: VA, CETA, LEAA, Sewerage contract, etc.
2) City Rebates
3) University Funds
4) Students' Personal Funds

At this historical moment a contractual agreement to develop an experimental model in urban higher education geared to city workers could be developed which could greatly increase the numbers of city workers able to take advantage of higher education and which would enable the city to have an education program which met its overall educational needs.

The financial formula for this could look as follows:

1) Let us say that 720 of these full-time workers and potential full-time students are covered by non-city funded rebates (tuition being $1,000 at WSU for a full nine months)

2) Let us say that 360 are covered by a combination of city-tuition rebates, WSU merit and student service scholarships, city provision of offices, class-room space, heat, light, security, services, and a proportion paid by student;

3) Additional people added by personal tuition payments or additional city rebates.

The simplest way of doing this would be in the form of a contract between the city and the university, which would also provide for joint curriculum development and evaluation teams.

The city would then have to recruit the students and participate in the curriculum construction and evaluation process. Out of such an arrangement would grow the largest urban oriented degree program in the industrial world. Its 24 full-time faculty, 7 student service officers, 7 communications and math skills specialists, 7 secretaries, and 23 part-time faculty would become a key educational resource for the entire city.

The development of an urban studies curriculum requires the definition of the general and special skills needs of a particular group of city workers and then integrating these into the existing US/WC curricular structure.

Aside from the openness to joint planning, the USWC-CUS module allows a fine-tuned skill development strategy over the four year program which most higher educational can not do. Instead of having a course by course strategy one can plan how 100 or more books and 100 or more written assignments (which are used over the four years) make up a total learning experience at the general and special skills level.

The organization of students into groups of 16-18 also allows for introducing differences at various levels in the types of special skills to be developed. This type of cooperative educational planning within a degree program is unique to this program, but requires commitment of all the parties involved.

An outline of the curricular structure follows, and the special educational and skill goals can be built into these for different groups once the group and the skills are defined.

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Over the following nine-months five specific curricula were developed in close working relation with the city, and a number of pilot groups recruited. The forestry and the cultural workers curriculum were partially supported by our pilot NEH grant. What follows is an abridged version of these adaptations.

A Model Curriculum for Neighborhood City Hall, Community Development Councils, and other City Neighborhood-Community related workers.

The Specific Neighborhood Adaptation

The three courses for the Winter 1978 quarter deal with the general subject of Work and Labor.

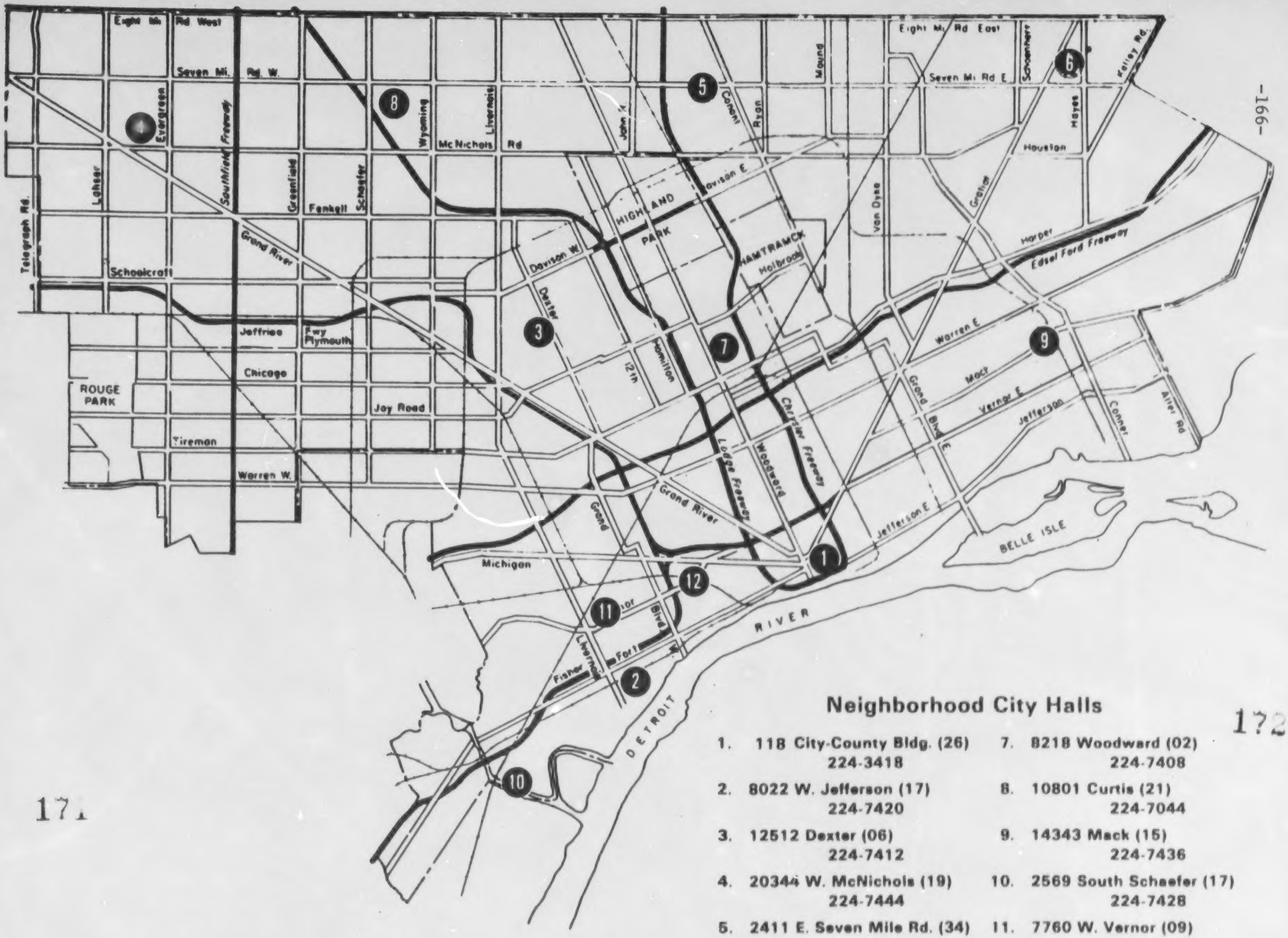
The TV course deals with the changing nature and meaning of work throughout human history, changing technology and economics, and the impact of such changes on the organization of work, society, and the organization of labor. While delving into the historic base of these events the main focus is on the industrial and post-industrial period in America. The adaptation to Neighborhood City workers would be seen in written assignments, readings, and discussion subjects. Five such items would be:

1. The impact of industrialization on work, workers, and reliance on the public sector for functions previously carried out by family or community;

2. The creation of different groups, their needs for different city services;

3. The organization of these groups and the politics of making and meeting different priorities;

4. The resultant creation and then structuring of the city work force; management and unionization;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Seven Mi. Rd E.
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Houston
Telegraph Rd.
Lahser
Evergreen
Southfield Freeway
Greenfield
Schaefer
Wyoming
Livernois
John R.
Conant
Ryan
Mound
Van Dyke
Gratiot
Schoenherr
Hayes
Kelly Rd.
Fenkell
Grand River
Schoolcraft
Jeffries Fwy
Plymouth
Chicago
Joy Road
Tireman
Warren W.
ROUGE PARK
Davison W.
Davison E.
HIGHLAND PARK
HAMTRAMCK
Holbrook
Dexter
12th
Hamilton
Lodge Freeway
Woodward
Chrysler Freeway
Harper
Edsel Ford Freeway
Warren E.
Mack
Vernor E.
Jefferson
Grand Blvd E.
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Neighborhood City Halls

1. 118 City-County Bldg. (26) 224-3418
2. 8022 W. Jefferson (17) 224-7420
3. 12512 Dexter (06) 224-7412
4. 20344 W. McNichols (19) 224-7444
5. 2411 E. Seven Mile Rd. (34) 224-7416
6. 14659 Gratiot (05) 224-7432
7. 8218 Woodward (02) 224-7408
8. 10801 Curtis (21) 224-7044
9. 14343 Mack (15) 224-7436
10. 2569 South Schaefer (17) 224-7428
11. 7760 W. Vernor (09) 224-7404
12. 4460 W. Vernor (09) 224-7440

(9-77 - Dept. Public Info.)

5. Implication of the above for neighborhood needs, neighborhood services, and the role of the city.

The conference course, (which involves two weekends) will deal with two issues:

1. The "City" as a work structure;

2. The economics and politics of the City.

These conferences will be planned by faculty, students, and the city departments or units in question.

The workshop course, meeting four (4) hours each week (the keystone of the program) will focus on The Work of the City: Service Delivery to Neighborhoods and Citizens. It will be organized around ten (10) discreet parts which have distinct conceptual, information, and skill development goals.

The Structure/Organization of Work:	The City Charter
The Structure/Organization of Work:	City Organization
The Structure/Organization of Work:	Neighborhood Service Delivery
The Structure/Organization of Work:	The Neighborhood City Hall,CDCs,
Community Needs and Resources:	Its nature and needs
Community Needs and Resources:	Its resources
Community Needs and Resources:	Surveying Techniques
Community Needs and Resources:	Surveying Techniques
Human Relations	Points of Contact, Responses
Human Relations	Access, Anticipations, and desired responses.

Readings, discussion subjects, field work are all part of each course. The specific goals for this quarter are three-fold: first, understanding the role of the neighborhood city hall in the context of the evolution of modern cities, the city charter, and the work structure of the neighborhood city hall. Second, the development of surveying and analytic skills in the context of specific service areas of the given city hall both in relation to the communities and their needs, and the resources and services available to the particular area. Third, the development of organizational skills and human relations skills in the context of analysing the contact points between the neighborhood city hall worker and the resident on one hand,and of the neighborhood city hall worker and the service provider on the other. This evolves into the anticipations of all involved, the process of access to the place of contact, and the desired behavior of a city hall worker.

The general goals of this course are to assess and develop oral and writing skills and other basic skills necessary for working in the neighborhoods; develop knowledge and skills in relation to the nature of institutions and how they operate; survey techniques and problem analysis, working knowledge of city departments servicing neighborhood needs. Finally there are two behavioral goals: first, to improve the operations for the institutions and workers in the program, and to develop a linking for further educational activity.

The description of the spring and summer quarters will be much briefer so that the document does not become so long that no one will read it.

The Spring Quarter focuses on Conflict Studies:

The TV course deals with Domestic and International Conflict and Conflict Resolution, basic sociological, psychological, and political science theory and practice, and applied to a wide variety of situations.

The Conference course will deal with two subjects of conflict and conflict resolution:

1) The City and the Modern American Tax Structure as Conflict;

2) Affirmative Action

The conference workshops for neighborhood city hall and CDC workers will focus on these subject areas as they relate to the work of the neighborhood city hall and the CDC.

The Workshop course will deal with Human Conflict: Interests and Needs in Detroit. This will be broken into five (5) two-week sections:

1) The System: Neighborhood-City-State-Federal-World Forces at Work
2) Analysis: Application of the conflict mode of analysis to city issues: people to people, people to institutions, institution to institution, and institution to people. Needs, resources and procedures in question.
3) Psychology: The psycho-processes and psychology of conflict.
4) Socio-Economic: The social, economic, and political aspects of conflict.
5) Conflict Resolution: The Neighborhood City Hall worker as a conflict resolution expert: analysis, teachnique, skills, and available resources.

Workshops will deal with general theory and data, but will always devote a significant portion of their time to applications relevant to the neighborhood city hall worker.

The two basic goals of this quarter are to develop a professional self-esteem and requisite skills and information for the neighborhood city hall worker as conflict resolutions specialist; and to develop an interest and the skills for acquiring further knowledge and insights into both the psychological and socio-economic issues relevant to modern urban life.

The Summer Quarter focuses on the process of urbanization and its impact on people and institutions.

> The TV course, Varieties of Man looks at modern social sciences and their relevance to urbanization and institutionalization.
>
> The Conference course will focus on two subjects: The Future of the City - A Neighborhood Perspective; and Education for Neighborhood Service Deliverers and Service Users.
>
> The workshop course will focus on the findings of the various student surveys of the first and second quarter, what is happening in theory and practice related to neighborhoods in other major urban centers in the U.S. and abroad, in relation to the pioneering efforts in Detroit. (Since summer is usually vacation time, we will try to organize the sections in such a way that students as groups might visit other cities to see what is happening. A whole quarter study in Paris, Bologna, and Nigeria is also available.)

The three quarters and their nine courses will be viewed as one developmental process, and thus open to revision as students, faculty, and city departments, become acquainted with each other and the options inherent within the US/WC program.

By the end of the nine months the students will have developed their communications and analytic skills; they will have surveyed their particular neighborhoods and the ones they service; they will understand the organizational structure of the city, their agency, and their jobs; they will be able to do community, needs, and resource surveys; they will have studied human relations and applied them to their particular situation; they will be familiar with structures and options developed in Detroit and other cities; they will have a broad understanding of the social sciences and history in relation to urban life. They will enjoy education for both its practical and intrinsic virtues.

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CURRICULUM MODEL FOR CITY OF DETROIT EMPLOYEES INTERESTED IN COMPUTERS

This is an example of how the US/WC program Science and Technology courses can be adapted to meet the general science needs of students who are interested in the computer field. The Science and Technology Year is the most appropriate year for these students to begin their US/WC program career.

Students begining in the Winter quarter would take the Science and Technology year in the following order:

1) Energy, Technology, and Society
2) Science and Ecology
3) Computers and Society

The general objectives of each quarter are discussed below.

WINTER QUARTER 1978

Workshop Course: Computers and the Energy Problem
This class will meet each week for four hours. It will include information on the different types of computers (both digital and analog) and how computers are being used to solve the energy problem. In addition, concepts from the disciplines of biology, chemistry, math, and physical sciences will be included. The student's math, logic, and writing skills that will be needed for computer programming will be assessed through a series of home energy experiments and policy issue writings. Some field trips to local computer installations that are used for conserving energy will be included.

The general objectives of the course are: 1) to increase the student's knowledge of the U.S. energy problem and its impact on the City of Detroit; 2) to increase the student's knowledge about computers and how they are used to help deal with the energy problem; and 3) to assess the student's skill level in the areas of math, logic, and writing.

The Television Course deals with the total energy needs of modern society, including food, transportation, housing, industry, and convenience products in order to determine the outlook for the future against a backdrop of the energy systems already created.

Conference course will deal with solar energy and how it can be used to help alleviate the energy problem. Special conferences for city employees can be held, given sufficient enrollment.

SPRING QUARTER 1978

The workshop course will be Computers and the Environment. This class will examine the simulation techniques that are now available via large computers to analyze human impact on the earth's eco-system. Special consideration will be given to the computer models of the Detroit Sewerage System currently being developed and the computer system used to run the Detroit Waste Water Treatment Plant. Other uses of computers in solving environmental problems, especially in the Detroit area, will be explored. In addition, information and concepts from the fields of biology, ecology, and mathematical simulation will be presented.

The general objectives of this course are: 1) to increase the student's knowledge of environmental problems with emphasis on the Detroit area; 2) to increase the student's knowledge of how computers can be used to help solve environmental problems; and 3) to increase the student's math, logic, and writing skills.

The TV course discusses What is the basic structure of life ? How did the plant and animal kingdoms evolve ? How has man affected his environment ? The interplay of biological and energy systems from the micro world of the cell to the macro universe of mankind is the major theme of the series.

The conference course will deal with a current topic of environmental concern. If sufficient students are registered, a special conference course for city employees can be held.

SUMMER 1978

The workshop course will go into the basic operating principles of digital computers. Students will be exposed to BASIC programming techniques and will be doing some programming on a minicomputer taken to the workshops. In addition, the City of Detroit's computer system will be analyzed. Students will be introduced to modern decision making techniques such as linear programming, cost/benefit analyses, etc.

The general objectives of the course are 1) to increase the student's knowledge of computer programming techniques; 2) to increase the student's knowledge of computer decision making techniques; 3) to increase the student's math, logic, and writing skills.

The television course will explore the social and value implications of technological change. Guests from around the U.S. and six other countries provide a variety of outlooks. Sets of programs treat: History of Technological Change; Impacts of Technology; International Aspects; Modeling; the Arts and Technology; Theories and Perspectives.

The Conference course will involve a weekend visit to Toronto comparing how Detroit and Toronto use computers in their day to day operations.

A wide variety of computer programming, math, and numerical methods courses are available through Wayne State University's College of Engineering and the College of Liberal Arts. Given sufficient registrations these courses can be given on site. Counselors are available to help develop a student's total plan of study in this field.

THE SPECIFIC PUBLIC MANAGEMENT ADAPTATION

The actual description of this adaptation includes a detailed report on the TV and conference courses which are the same as those in the adaptation for Neighborhood City Hall and CDC workers. The main variation in the adaptation are the workshop courses, which we describe below.

WINTER 1978

The Workshop course , meeting four hours each week will focus on Managing the Work of the City. It will be organized around ten discreet parts, which have concepts, information, and skill development goals.

1. Review of Public Organizations and Function: Theory
2. Elements of Organizational Function: Communications
3. Elements of Organizational Function: Leadership & Control
4. Elements of Organizational Function: Decision Making
5. Performance in Public Agencies: Motivation and Incentives
6. Performance in Public Agencies: Accountability
7. Politics and Government: City Charter and State
8. Politics and Government: The Federal System, Inter-Governmental Relations, Metropolitanism
9. Analysis of Basic Agency Function
10. Analysis of Organization of Agency

Readings, discussion subjects, field work, etc. are part of each course. The specific goals of this quarter are three fold: first, understanding the role of the specific city agency where the student works in the context of the evolution of government, the city charter, and the work structure of the agency. Secondly, the development of observational and analytic skills in relation to the specific agency and its operations. Third, the development of report writing, organizational, and human relations skills in the context of the particular agency concerned. Similar objects as to general skills as in the neighborhood city hall module are included.

During the spring and summer quarter extensive use is made of the materials developed by HUD under its Urban Management Curriculum Development Project, IN THE WORKSHOP COURSES. The Conference and TV courses follow the patterns described above.

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CURRICULUM MODEL FOR PARKS AND RECREATION EMPLOYEES OF THE CITY OF DETROIT

This is an example of how the US/WC curriculum in the Science and Technology Division can be adapted to meet the general science needs of students who are interested in forestry-type work with the City.

Students who begin with the Science and Technology part of their program will be involved in three courses per quarter for three quarters. Each course carries 4 credit hours. Students who begin winter quarter 1978 and go through the summer quarter of 1978 will have earned 36 credit hours toward their Bachelor's degree. The courses each quarter emphasize different concepts from the disciplines of science and technology, and the social cultural implication of scientific discovery.

WINTER COURSES 1978

Workshop - Energy and Environment. This class will meet each week for four hours. It will include information and concepts from the disciplines of biology, chemistry, mathematics, and physical sciences. Students will have an opportunity to develop basic verbal and writing skills through discussion of assigned readings, written essays, reporting on field trips, etc. Math skills will be developed by having students collect and interpret data through home experiments.

General Objectives:

1. To increase the student's knowledge of the complex interrelationships which exist between natural areas (forests, lakes, rivers) and cities;
2. To increase the student's knowledge about how matter cycles and energy flows through both natural areas and cities;
3. To increase the students knowledge about how the use of natural resources impacts the natural and city systems.

Some Specific Objectives:

1. Students will be able to trace energy flow through a natural ecosystem such as a forest area;
2. Students will be able to do some basic chemistry and will apply this to the processes of photosynthesis and respiration;
3. Students will be able to trace some mineral cycling through the plants and animals of a natural area;
4. Students will be able to measure how much energy they use at home and at work;
5. Students will become familiar with the process of collecting and interpreting data;
6. Students will increase their ability to read graphs, plot graphs, and solve math problems;
7. Students will become familiar with how, as an individual, one can contribute to resolving the energy problem.

Workshop Format:

1. Measuring Energy: General	Energy storage in plants and in animals
2. Energy and Matter: Natural Areas	How do Trees grow and survive
3. Same	How do Forests grow
4. Same	How do Forests survive
5. Same	The balance among plants and animals in nature
6. Energy Use: City	How do Cities grow
7. Energy Use: Work	How to conserve energy at work
8. Energy Use: Home	How to conserve energy at home
9. Alternative Energy Sources	What is the energy future for Detroit
10. Alternative Energy Sources	How might alternative energy sources affect the natural areas in and around Detroit

T.V. COURSE - Energy, Technology and Society - explains the reasons for the energy problem; explores solutions to the energy problem; examines the socio-economic-environmental effects of the various solutions; shows how individuals contribute to the energy problem. Readings and discussion topics would be chosen to integrate the student's life experience and work experience with the concepts and theories presented in this class. For example, driving habits to and from work-related duties can be investigated to see if changes in such habits would decrease gasoline consumption.

CONFERENCE COURSE - if enough students register, then a conference could be held on "Educational Use of Parks and Natural Areas" or "Parks as a City's Natural Resource". Conference content would be planned with faculty, students, and representatives of the Parks and Recreation Department. The conference would also be open to all Parks and Recreation personnel even if they are not full-time US/WC students. If there are not enough students we would use the general conference being planned by the Science and Technology Division and adaptations to the special needs of Parks and Recreation workers could be made during the workshop portion of the conference.

SPRING COURSES - 1978

WORKSHOP COURSE - would be adapted to the educational needs of those students who want to further their career by increasing their knowledge of biology and botany. Some workshop topics would be as follows:

How to identify different species of trees;
How to identify common species of birds and insects;
The natural history of local plants, insects and common parasites;
Changing natural history of organisms found throughout urban areas;
Investigating the diversity of the city's natural areas;
Urban gardening and forestry techniques;
Effect of pesticides on animals, plants and humans.

T.V. COURSE - Changing Life on Earth the objectives of this course will be to outline the frontiers of biological knowledge; to raise important biological questions; to reveal some of the possible answers to those questions; to demonstrate how the scientific method works in the biological sciences; to enable the general science student to analyze important biological issues before the general public.

CONFERENCE COURSE - Appropriate conference topics could be the "Use of Natural Areas for Environmental Education" or "Methods and Practices of Urban Forestry" or "How to Establish Green Areas within the City".

SUMMER COURSES - 1978

WORKSHOP - The summer would be the best time to do some practical field work throughout the city, outside the city and perhaps in other cities. During this course students could investigate the technology available to help manage forest and park land. Some appropriate content could be - the process of land management in an urban area; the control of insect pests through chemical technology; the use of modern equipment in urban forestry; use of computer technology for land management.

T.V. COURSE - Values, Technology and Society - deals with how people's value systems affect their judgement about the development and implementation of new technologies in society. A topic that would be discussed in this course would be - Does the presence of park areas and green areas in the city affect the way people behave toward each other ? Are green areas necessary to enrich the quality of people's lives ?

CONFERENCE - Relaxation Through a Wilderness Experience or Providing Outdoor Experience for Urban Children.

In the next part of this section we will present a far more extensive version of how the course was actually presented and further developed through the NSF grant.

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The above four (Neighborhood City Hall Workers, Computer, Public Management, and Forestry) are examples of the seven adaptations (also Cultural, Sewerage, and Labor Relations) made for specific groups of city workers. These educational efforts worked in tandem with service and research innovational structures set up between the University and the City.

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The third effort — Adaptation for City workers

The two "urban studies" curricular adaptations discussed in this section brought hundreds of city workers into a special module of the US/WC and laid the ground-work for the three major adaptations which we will present below. As stated earlier the NEH Grant was most helpful in stimulating this development. The previous experience of faculty, students, and city departments with the program was of course critical.

The three adaptations presented here are:
The Social Sciences Sequence in the Urban Studies - G. Colman*
The Cultural Workers Curriculum - E. Bockstael
Special Science and Technology Courses (Foresters) - M. Bobes

The Social Science Sequence in the Urban Studies Module

Content:
Assumptions about teaching in the Urban Studies Module
Overview of the Social Science Year
Notes on the workshop process
Four quarter length Courses
  Fall: Detroit, City of Immigrant Workers
  Winter: The Organization of Production in Detroit
  Spring: Democracy in Detroit
  Summer: The Quality of Work Life

Assumptions

1. This program of study should help students gain the knowledge, develop the mental disciplines, and increase the skills (especially reading and writing) which will assist them in gaining more control over their lives. Topics and tasks have therefore been selected from the broad field of the social sciences which bear most directly on their lives and contribute to this basic objective.

2. Working adults have rich knowledge of the world gained working, caring for families, holding communities together. That knowledge is a primary resource for these classes and the workshop process should be designed to take it seriously.

3. Reading and writing skills vary widely. In the average class, reading levels range from eighth grade to post-college. It would be valuable for most new students to systematically develop these

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* This curriculum is not to preclude the specific adaptations to city workers - such as neighborhood workers - but to develop a general frame-work based on the basic US/WC curriculum and the Detroit urban reality.

skills.

4. Many working adults come to the university with severe doubts about their capacity to do the work. Class sessions and assignments should be designed so that every student can experience his or her strengths and abilities.

5. Most students have educational backgrounds that stressed grades, memorization, obedience, and satisfying the teacher. The small classes, the absence of uniform exams, the age and motivation of the students, and the flexibility available to the faculty make it possible to overcome and move beyond this approach and to encourage self-initiative, cooperative exploration, and value of learning.

6. Most students have full-time jobs, children, housework, and community responsibilities. Most carry twelve hours per quarter: workshop, conference, and TV. Our experience is that with all of these responsibilities, fifty pages per course per week is an optimal load in the social sciences. The readings in this curriculum are designed to take account of this reality.

7. The limited time for reading and class participation increases the importance of helping the student develop reading skills and the ability to use daily life as the source of increased knowledge and understanding. The emphasis in many of the assignments is therefore on the examination of everyday life with the questions, theories, and facts critical to the social science curriculum.

8. Faculty in the Urban Studies module will use the general framework of this curriculum, but will vary emphasis, readings, interpretations according to their own judgements and interests and those of the students. Changes in this curriculum will be made regularly in the light of student and faculty experience and evaluations. We are are in the process of cooperatively developing the social science sequence in the Urban Studies Module.

9. The four (4) hour workshops require careful process as well as content planning. The workshop is long and the students are tired after a days work. Variety, movement, and change of pace are important. Full participation of the students in discussion, debate, and exploration is essential. A perspective on process with suggestions and illustrations is attached.

10. Affirmative action policies, racism, and sexism, impact on all students in the program and will be part of the curriculum.

11. The connection and comparison between U.S. and other societies must also be considered.

Overview of the Social Science Year

1. Outline	Workshop	TV	
Fall	Detroit: City of Immigrant Workers	Community, Culture, and Identity	Field trips: Toronto & Detroit
Winter	The Organization of Production in Detroit	Work and Labor	Rank and File Struggles
Spring	Democracy in Detroit Citizens, Public Officials, Bureaucracies & Elites	Conflict Studies	Views from the Neighborhoods

2. This curriculum is an integrated sequence of three quarters designed to explore the following:

Fall: Human beings as "individuals-in-historical communities." A study of the social-self in the historical perspective of the settlement and expansion of Detroit by migrants and immigrants. Workshops will study two related lines of inquiry. The first is the history of Detroit; the second is the study of social integration and conflict theories of society, ethnicity, stratification, assimilation, the family, schools, and religion. Curricular content and process will vary according to the specific needs and interests of the students; i.e. neighborhood workers, administrators, labor relations, etc. The relation of ethnic groups to institutions and the role of different city departments fits at this point of the curriculum. Human relations skills are pertinent skill results, as well as general communications skills.

Winter: Human beings in work communities trying to carry out their economic tasks while trying to preserve and enhance their own lives. This study of capital and labor, workers' struggles, the history and significance of Quality of Work Life programs, workers' control experiments, etc. will focus on the history of the Big Three and the UAW. This is an apropriate point for the study of the City Charter, the economic and service functions of the city, the role of the city work force and issues relevant to work and labor in the public sector.

Spring: Human beings governing and being governed. A study of democratic traditions, realtities, and prospects, focusing on the relationship between citizens and public officials, the bureaucracies, and the private elites of Detroit and the nation. Who rules ? How ? For what purposes ? How are citizens trying to get more control over their lives by expanding the range of democratic control ? What is the role of the city worker in this process ? What is the relationship between the quality of life in the neighborhoods, the viability of cities and the quality of democratic rule.

Over three quarters, then, students will examine three interrelated sets of critical relationships:

- The individual and the community (the social order)
- Capital and Labor (the economic order)
- Citizens, public officials, bureaucracies, and elites (the political order)

3. Throughout the year, particular attention will be given to the social process involving the following three elements:

a. Order: What are the structural and cultural components of the existing social order ? How do these structural and cultural components integrate the individual, the family, the community, the church, ethnic groups, races, classes, work places, and governments into a "society" ? Who controls ? How ? In whose interests ? How does power, prestige, and privilege function in Detroit and in the United States ?

b. Conflict: At which points does conflict arise ? Around what ? When is the prevailing order challenged? By whom and how ? With what strength and resources ? What contradictions exist in the present order ? What is their history ? What is the locus and nature of the opposition to the current order ?

c. Change: Why is change always with us ? What has been the dynamic for change in the history of Detroit from first settlements to the present, in the economic and social history of the auto industry, in relation to the city government ? What are the fundamental dynamics producing change now ? What changes can be anticipated ? What can be done about them ?

The Workshop Process

Under any circumstances, a workshop should be carefully planned. When it lasts for four hours and follows a long day's work, it becomes especially important to fashion a design which permits and encourages the active participation of all in the class. The following suggestions are simply illustrative. It would be mechanical and boring to list page after page of all the possibilities, and the library is full of such resources if they are desired. .

It is important, however, to specify the convictions implicit in these design suggestions. The main one is that a process of creative interchange or dialogue is central to all learning. Creative dialogue will avoid two common classroom failings. On the one hand, it will avoid monologues by instructors or by students. On the other, it will avoid rambling, going nowhere, repetitive bull sessions which end up boring everyone. Instead, creative interchange or dialogue will involve an ongoing process of presentation, clarification, evaluation, and synthesis. Classroom consideration of ideas should insure attention to each of the four aspects of the process.

1. Presentation: The workshop should be marked by the free and full presentation of ideas by all members, including the instructor. Some will participate easily from the beginning. Others will need the encouragement that a receptive group and a good design can provide.

2. Clarification: Before discussion, evaluation, or debate on presented ideas, the meaning of the speaker or writer should be carefully explored and clarified.

3. Evaluation: Ideas, once presented and clarified, should be taken seriously. That requires evaluation, consideration, and debate.

4. Synthesis: In the process of presentation, clarification, and evaluation, individuals and/or the group will fashion a new synthesis, new ideas, building on the interchange. Old ideas will be reinforced, or modified, or laid aside. New formulations emerge as people take the experience and knowledge of others seriously, weigh the evidence, sort out the pros and cons, try out their own ideas, reflect on their own experience in the light of a new or different position presented in the workshop by external resources (books, films, papers, guests) and by internal resources (students and instructors). These new syntheses are, in turn, presented, clarified, and evaluated. Workshops need to be designed to encourage the development and the testing of new positions, new conclusions, so that over the year there is movement, growth, and intellectual progress, rather than boring reruns of last month's arguments.

Workshop Process Suggestions

The following arrangements, tasks, assignments, and design can facilitate the process of creative interchange or dialogue. But far more important than any of this is, of course, the quality of human relationships in the room. People who are fairly open with one another and want to learn together will readily triumph over a lousy design. Conversely, if the relationship between the instructor and the students has been fouled, or has grown suspicious, antagonistic, and closed, then a decent design will make the time go faster, but the interchange is unlikely to be very creative.

These are illustrations of processes which can facilitate the presentation, clarification, evaluation, and synthesis of ideas and information.

1. Introductions: A student's willingness to "present" his or her ideas is usually increased by knowledge of and emotional rapport with others in the class. The following exercise is useful in moving quickly beyond the stiffness and strangeness experienced by many in their first workshop meetings.

   Ask each member of the class to pair with one other person. The task: each person is to tell the partner something about his or her background, family, work, and educational experience. Each is to listen carefully to the partner's self-description so that they can introduce the partner to the entire class. Each is to talk about him or herself for ten minutes, and then reverse and listen to the partner, asking questions as they go along.

   At the beginning of all exercises, after the instructions have been given and before the exercise begins, the instructor should always ask "Is the task clear ?" and clarify it as necessary.

   After helping people get into pairs, the instructor should circulate in the room to see if there are questions and concerns about the process. After ten minutes, the instructor asks the participants to change roles so that the partner who has been listening and questioning now begins to describe him or herself.

   After twenty minutes, reconvene the group, ask each person to introduce the partner, ask the entire class to listen for similarities and differences between people in the room. After introductions, list similarities and differences identified by the class on the board and discuss same with particular reference to themes in the course, noting how different people bring different experience and knowledge that will be important in the consideration of various topics.

   Follow this by asking who can name four or five people in the room. Continue that process until everyone has been identified and names become familiar.

2. Discussions of reading assignments, lectures, movies, etc.: Discussions are obviously important in workshops. But instead of just opening a topic and asking for ideas, the exercise builds in time for each person to think about an issue, try out his or her own ideas alone, and then discuss them with others.

Following a reading or a presentation, ask each person to take a few minutes and to write down four or five points they remember from the source. If they have the reading material with them, tell them to use it freely. It is not a test. The writing is useful to help clarify ideas.

After each person has a list, divide into groups of three or four persons each. Ask them to listen to each person's list before there is any discussion. Then ask them to discuss the points presented within their group and to select four or five points that best summarize the content presented by the resource, and to choose a reporter for their group to present their summary to the class as a whole. Reconvene, hear reports, list main points on the board, compare lists, draw conclusions about the resource's point of view and the student's reaction to it.

3. Discussion of a controversial topic: This exercise gives two groups responsibility for presenting and evaluating ideas and a third group responsibility for judging whether the first two groups presented, clarified, and evaluated their ideas in a way that fairly and clearly advanced consideration of the topic.

Following a reading or presentation on Affirmative Action programs, for example, divide into three groups (about five apiece). Ask group 1 to prepare the best arguments they can in favor of AA programs; group 2 to prepare the best arguments they can against AA programs; and group three to make a list of the arguments they expect to hear for and against AA.

Reconvene. Ask groups 1 and 2 to choose two persons from each group to present and to debate their arguments. Ask group 3 to listen to the discussion and to prepare observations regarding the relative clarity with which the ideas were presented, interpreted, argued and developed. The discussion should take place in the center of a circle formed by the observers. Following the discussion, group 3 members are asked for their reflections, then a general discussion in which conclusions about the content of arguments for and against AA are drawn and the communication process of the two groups reviewed.

4. Group Review of an Important Article: This exercise can be used to stimulate reflection on reading habits and to review and to discuss the main points in an important article.

The instructor or a student selects the important points in an article which the entire class has read and makes a series of questions out of those points. Students take paper and write down the answers to the questions as they are read aloud. Tell the class it is not a test to be handed in, but is an exercise which may be useful in helping them to remember important points and to review their reading habits. Design questions that can be answered simply and interrupt the questions at certain points in order to discuss their significance.

For example, ask the following two questions:

a. What percent of women workers in the USA are in unions ?
b. What percent of women workers were in unions in 1950 ?

After these two questions, stop and ask people to call out their answers to the first one. Then give the correct answer: 12.5%. Then ask for the answer to the second, give the correct answer: 17%, a [illegible] discuss. Why did many, if not most think the two figures would be higher? How do you account for the decline in organized women workers over the last 25 years ? What has been their own experience with unions and union organizing ? Then move to the next series of questions and discussions. At the end take time for each person to evaluate what they learned from this exercise about the reading reading habits they have. Did they remember most of the important points if not all the detail ? Did they forget a lot ? Discuss the different reading habits and patterns in the room: share ideas for improving, etc.

5. Students as Instructors: The knowledge and experience of students is one of the major resources for the class. In addition to gaining insights during discussions, students should be asked to prepare presentations on a subject particularly well known to them. For example, in one class a police woman presented a twenty minute illustrated lecture on the rates of crimes in various Detroit neighborhoods. She was well prepared, brought the latest police statistics, and everyone learned from her. A totally new experience for her, she learned about abilities and strengths she had never used.

6. Press for Conclusions to Discussions: At the end of some discussions, ask each person to write down two things they learned from it or found interesting, and to share these with the class. Let the group discuss differences and similarities in the responses and draw conclusions. Or ask each person to write down the main points they heard in the discussion and to summarize their thoughts on that subject as a result of the discussion. A review of these papers will help the instructor evaluate the discussion, and the writing process will help the students formulate their ideas.

7. Class Topics and Everyday Life: Limitations on the time of the students make it especially important for them to use their experience in the family, the community, and the work place as the basis for reflection and the source of increased knowledge.

Knowledge about AA programs in corporations can be gained on the job by interviewing the appropriate person in their company. Newspapers can be scrutinized and clipped with an eye for articles on Quality of Work Life programs, new immigrants in Detroit, crime rates, or whatever issues are being studied in the class. Logs can be kept or the music listened to in cars with class discussion of themes, intergenerational differences, the relative importance of music at different life periods. The necessary trip to the supermarket can come to life with questions and observations about food production, distribution, and nutrition. Closer attention to the kids on the block can open up the dynamics of socialization, etc. Someone wrote, "Newton said that the mysterious heavens were as knowable as your own back yard: Einstein said that your own backyard is as mysterious as the heavens were ever supposed to be." It's the backyard mysteries that concern us in the social science year. Students bring their rich experience with these mysteries to one another in the workshops, interact with each other, instructors, readings, theories, and questions, and, hopefully, increase their interest in and their comprehension of the social worlds around them.

8. Writing: It is important for students to write about their experiences. A great many people are writing about workers; too few workers are writing about themselves. When the writing is completed, it should be circulated, xeroxed, and, when possible and appropriate, published. Those interested should be given every assistance in increasing the writing skills. If possible, a writer and a teacher should be hired to work with students throughout the process of writing a major paper.

9. Interchange: There should be more interchange between the instructors in the humanities and those in the social sciences. Readings, poetry, music, drawing, and painting should be used more in the social science workshops and conferences and the humanities faculty could help the social science faculty identify resources.

THE FOUR QUARTER LENGTH COURSES

The Fall Quarter: The Workshop: Detroit, City of Immigrant Workers

An exploration of of human beings as "individuals-in-historical communities", a study of the social-self in the historical perspective

workshop will pursue two related lines of inquiry. First, the history of Detroit; second, the meaning of social integration and conflict theories of society, ethnicity, stratification, assimilation, the family schools, and religion.

Week 1: Introduction

The following objectives for the first session apply with slight modification to the introductory session of each quarter and will therefore not be repeated in those outlines:

a. To provide an overview of the social science year and the inter-relationship of the three quarters; to provide a syllabus for the fall quarter and information regarding assignments, TV, conferences, grades, instructor's and counselor's phone numbers, etc.

b. To learn about students' expectations of their college work and of this course in particular; to learn about their previous educational experience, areas of special knowledge and interest, ideas about the history of Detroit, human development, socialization, ethnicity, class dynamics, capital and labor, democracy and change.

c. To identify, on the basis of (b) above, some of the important ideas, interests, and backgrounds in the class and to suggest how these can be helpful and important to the exploration of this quarter. The specific work of the students and the role of their departments in the life of the city will also be part of this introduction.

Week 2: Detroit - Indians, French, British, and the new Americans

a. The early history of Detroit.
Reading: American Odyssey, Robert Conot, p. 8-32

b. Basic sociological concepts and two views of society: social integration and conflict theories.
Reading: Perrucci,Knudsen, and Hamby, Sociology, p. 23-33.

Week 3: Detroit - Early Education, the Michigan Central, national politics, civil war, and post-war economic boom

a. pre-Civil War history of Detroit.
Reading: American Odyssey, Robert Conot, pp. 33-61, 65-67

b. Socialization and Ethnicity
Reading: Bensman and Rosenberg "Socialization: Fitting Man to his Society: in Peter Rose The Study of Society, p.134-143. and "Why Ethnicity ?" Otto Feinstein, in Immigrants and Migrants David Hartman (ed) p. 2-9.

Week 4: Detroit - Irish Riots, Railroads, Growth, Ford, Edison Progressive Politics, Eastern European Immigration

a. Immigration History of Detroit.
Reading: American Odyssey, Robert Conot, p.68-109,132-143

b. Stratification
Reading : Sociology, p.343-361.

Week 5: Detroit - Immigrants and Americanism: the Ossian Sweet Case.

a. Reading: American Odyssey, Robert Conot, p, 221-234
Ethnic Groups in the City ed. Otto Feinstein, p.191-199
"Henry Ford's Melting Pot" Jonathan Schwartz

b.
Reading: Milton M. Gordon "Assimilation in American Life" in Gardner & McMann Culture,Community,Identity p. 107-114.

Week 6: Ethnic Groups in Detroit

Readings: "Reflections of a Black Detroiter," R. Larrie and M. Larrie in Ethnic Groups in the City, pp. 107-114
"Detroit's Greek Community," Marios Stephanides, Ibid pp. 115-128.
"Southern Mountain Medical Beliefs in Detroit," Ellen J. Stekert, Ibid, pp. 231-235
"Romanian-American Folklore in Detroit," Kenneth A Thigpen in Immigrants and Migrants, pp. 189-201

Week 7: Racism, Stratification, and Solidarity

Readings: "Racism and the Making of American Society," in From Sundown to Sunup, George Rawick, pp. 150-160
"The Mexican Community of Detroit" G. Salas and I. Salas in Immigrants and Migrants, pp. 374-387.
"The Family as an Element in the World Revolution," William J. Goode in The Study of Society, Peter Rose (editor), pp. 528-538.

Week 8: Two Issues

a. The International Labor System and Middle East Emmigration
   Reading: "Arab Nationalism in America: The Dearborn Arab Community," Laurel D. Wigle and Sameer Abraham in Immigrants and Migrants, pp. 279-300.
b. The Schools
   Reading: Unequal Education and the Reproduction of the Hierarchical Division of Labor, Samual Bowles in The Capitalist System, Edwards et al, pp. 219-229.

Week 9: Two Issues

a. Living and Dying in Detroit
   Reading: selected songs, hymns, poetry, and stories
b. Religion
   Reading: Perrucci, pp. 298-324.

Week 10: Detroit and Mexico City

Students should analyze the readings in terms of the ideas studied in this quarter: the folk-urban continuum, socialization, ethnicity, stratification, and assimilation; the role of the family, the school, and the church; the dynamics of social order, conflict, and change.

Readings: "The Castro Family", pp. 270-318.
"A Day in a Mexican Village", p. 34-64 in Five Families
Oscar Lewis.

Week 11: Review, Conclusions and Questions

On the basis of the case studies analyzed in session #10, the instructor will be able to identify areas for particular attention in this final workshop. Research papers, collected at this session, should be on the students' family histories, with special attention to the concepts raised in the course and differences between generations.

Television: Fall Quarter: Community, Culture, and Identity: an Ethnic Perspective.

Conference: Fall Quarter: Field Trip to Toronto and in Detroit.

1. Presentation of the city's history, immigration and settlement patterns, ethnic group: distribution, relative size and cohesiveness, political power, and place in the occupational hierarchies, relation between ethnic groups in the neighborhoods and at places of work, recent developments and trends, the history and meaning of metro government.
2. Bus tour of the city to get an overview of physical characteristics, architecture, history, land use, etc.
3. Neighborhood visits: small group visits to different neighborhoods to meet with community people and to learn about that neighborhood's history, family patterns, ethnic composition, schools, churches, cultural continuities and changes, problems and tensions, relationship to the economic order, degree of control over neighborhood life, etc.
4. Visits to major public cultural institutions: museums, galleries, historical exhibits; attention to TV programs, radio music, street interactions, night life, advertising, movies.

Throughout, the attempt will be made to find and explain important similarities and differences between the two cities.

The Winter Quarter: The Organization of Production in Detroit

An exploration of human beings in work places trying to preserve and to enhance their lives. This study of capital and labor, workers' struggles, the history and significance of Quality of Work Life programs, workers' control proposals, etc. will focus on the history of the Big Three and the UAW.

As in each quarter, particular attention will be given to the dynamics involved in social order, conflict, and change.

Week I: Introduction (see Fall Quarter introduction).

Reading: "United States Labor, 1836-1936," Bruce Levine. in Work and Society, Mary Robischon, Bruce Levine, Martin Glaberman (eds), pp. 97-110.

Week 2: Automobiles and Detroit - the Early Years

Reading: American Odyssey Robert Conot, pp. 116-131, 144-178.

Week 3: Ford, General Motors, the Depression

Reading: Conot, pp. 235-286.

Week 4: The New Deal and the CIO

Reading: Conot, pp. 287-393.

Week 5: The CIO and the UAW

Reading: Conot, pp. 366-386.
"Victory," in Labor's Untold Story , Richard O. Boyer and Herbert M. Morais, pp. 290-309.

Week 6: Organized Labor after World War II

Reading: Conot, pp. 395-405.
"Trade Unionism:Illusion and Reality ," in False Promises, Stanley Aronowitz, pp. 214-263.

Week 7: The Changing Labor Force and Class Consciousness

Readings :"Evolution of the U.S. Labor Force," Michael Reich in The Capitalist System by Richard Edwards, Michael Reich, and Thomas Weisskopf, pp. 174-183.
"Class Consciousness and Politics in Detroit," in Class, Race, and Labor, John C. Leggett,p. 43-61.

Week 8: Women, Blacks, and Minorities in the Labor Force

Readings: "Myths" about women at work, in Sociology, Perrucci, Knudsen, and Hamby, pp. 200-206.
"Women in the Labor Force" F. Blau in Crisis in American Institutions, pp. 215-230.
"The Economics of Racism" Michael Reich in Problems in Political Economy, David M. Gordon, pp. 107-113.

Week 9: "Quality of Work Life" programs and "Workers' Control"

Readings: G.M. "Quality of Work Life" packet.
"Quality of Work Life" Irving Bluestone
"A Critique of QWL Programs" in Labor and Monopoly Capital, Harry Braverman, pp. 31-39.
"Workers' Control is More Than Just That" Andre Gorz in Workers' Control, Gerry Hunnius, G. David Garson, and John Case, pp. 325-340.

Week 10: Alternatives

Readings:"Labor-Management Cooperation Today" William L. Batt and Edgar Weinberg in Harvard Business Review Jan-Feb. 1978, pp. 96-104.
"Cuba's Workers, Workers' Cuba" Maurice Zeitlin in Problems in Political Economy, pp. 147-158.
"Workers' Control: Toward a North American Movement" John Case in Workers' Control, pp. 438-468.

Week 11: Review, Conclusions, and Questions

Winter Television: Work and Labor

Winter Conference: Rank and File Struggles: Detroit Traditions and Current Developments

1. The Thirties: The CIO and the UAW

   Presentations by those involved in the original organizing.
   Film: "Babies and Banners."

2. The Sixties and Seventies

   Lordstown: What Happened
   Speaker: Gary Bryner, UAW staff, former president of Lordstown local.

   Teamsters for a Democratic Union
   Speaker: Pete Camarata, leader of TDU

   The League of Revolutionary Black Workers
   Speaker: Mike Hamlin, one of the key organizers
   Film: "Finally Got the News"

   Association for the Betterment of Black Edison Employees
   Speaker: Willie Stamps, a key organizer

3. The above in the context of the 19th and 20th Century

   Speaker: Jack Russell
   Film: Eugene Debs

4. The International Context
   Speakers: Richard Barnet, author of Global Reach
   Robert Lopez, UAW staff

The Spring Quarter: Democracy in Detroit - Citizens, Public Officials, Bureaucracies and Elites

A study of how people govern and are governed; of democratic traditions, realities, and prospects in the City of Detroit, focusing on the relationship between citizens and public officials, bureaucracies, and private elites in the Detroit-Michigan-USA system. Who rules ? How ? For whose purposes ? How are citizens trying to get more control over their lives by expanding the range of democratic processes ? With what success and what failure ? What is the relationship between quality of citizens' participation in the decisions affecting the neighborhood to the quality of life in that neighborhood ?

As in other quarters, particular attention will be given to the processes and relationships involved in social order, conflict, and change.

Week 1 : Introduction (see fall quarter)

Week 2: The Present in Historical Context

Reading: Robert Conot, p.619-666.

Week 3: The Immediate Past

Reading: Conot, p.446-460 (Cavanaugh, the economy, the war on poverty)
p.518-543 (the Black community, the police, 1967, New Detroit Inc.)

Week 4: Who Rules ?

Readings: "The Control of the Corporate Economy," in Who Rules America, G. William Domhoff, p.38-62.
"Three Theories of Urban Power," in Urban Politics and Public Policy, Robert Lineberry and Ira Sharanasky, p.179-182, 188-208.

Week 5: The Federal-State-County-City Connections

Readings: Lineberry and Sharansky, p 139-161.
"Bureaucracy" in Perrucci, Sociology p. 370-380.

Week 6: Housing

Reading: "Growth and Decay as Policy Problems" Linberry and Sharansky, p. 351-385.

Week 7: Unemployment, Poverty, and Welfare

Reading: "The Relief of Welfare" Fracnis Piven and Richard Cloward, in Crisis in American Institutions, Skolnich and Currie, p.470-487.
"Keeping the Poor Poor" Paul Jacobs in above p. 129-139.
"Who Fares Well in the Welfare State ?" Richard Edwards in The Capitalist System, p.244-251.

Week 8: Law and Order, Crime and Justice

Reading: "Urban Crime and the Problematic Impact of Law Enforcement" Lineberry and Sharansky p. 279-301.
Criminal Law and Corporate Disorder Mark Green in Crisis in American Institutions, p. 553-572.

Week 9: Spending,Taxes, and the Fiscal Crisis

Reading: Lineberry and Sharansky, p. 223-239.

Week 10: Toward the Expansion of Democracy and Equality

Readings: selections from publications of Conference on Alternative State and Local Policies. Alternatives proposed by Detroit leaders.

Week 11: Review, Conclusion, Questions

Television Course: Domestic and International Conflict

Conference: Democracy in Detroit - Views from the Neighborhoods

1. The Creation of Detroit, 1979
   - a. The 20th Century History of Detroit
   - b. The Detroit Region - Socio-Economic Trends and Characteristics
   - c. The Virginia Park Project
   - d. The Federal Block Grant Program

2. Community Organizations: Harmony Village and North Central CO
   - a. The State and Harmony Village
   - b. The City and Harmony Village
   - c. The Community and Harmony Village
   - d. The Objectives and Strategies of North Central C.O.

3. The Federal Connection: President Carter's Urban Program
   - a. The Carter Program and Wayne County
   - b. The President's Program and Detroit
   - c. An Alternative to the President's Program

The Summer Quarter: Quality of Work Life

Course Objectives: to study "quality of Work Life" developments in the United States, with particular emphasis on:

1. the definition of Quality of Work Life concerns as articulated by managers, unions, workers, and academics;
2. the current QWL emphasis in the context of the history of U.S. labor-management relations;
3. the social, economic, and political sources of current QWL programs;
4. similarities and differences between the self-defined interests of labor and management in QWL programs;
5. a review and evaluation of representative QWL programs, with attention to the meaning of QWL for different sectors of the labor force (production, service and sales, clerical, etc.) in both the public and private sectors;
6. an evaluation of QWL efforts at the students'work places: what is the quality of work life there and what is being done by unions and managers to improve it ?

Week 1: Introduction (see fall quarter)

Readings:
"Eight Categories for Assessing Quality of Work Life" Richard Walton, Harvard Graduate School of Business Administration. One page: read and apply to work place.
"Seven Points in the Development of QWL Programs" Irving Bluestone
"Humanizing Life on the Assembly Line" Helen DeWar
"How to Promote Productivity" Business Week 7/24/78

Week 2: The Liberal Consensus on Quality of Work Life

Readings: Work in America, p. 1-75.

Week 3: A Critique of Quality of Work Life Programs

Readings: "Job Enrichment and the Labor Process" James Rinehart, 45 pages.

Week 4: The History of QWL Concerns: The Struggle for Bread and Roses in 19th and 20th Century America

Readings: Different chapters to different students from several labor histories, examples:
Toil and Trouble, Thomas R. Brooks
Labor's Untold Story, Boyer and Morais
Bread and Roses, Milton Meltzer
Strike, Jeremy Brecher

Week 5: The Degradation of Work in 20th Century America

Reading: "Scientific Management" in Labor and Monopoly Capital, Harry Braverman, p.85-137.

Week 6: Current QWL Developments and Prospects - GM and UAW

Reading:
"A Changing View of Union-Management Relations" by Irving Bluestone
"The GM QWL Package"
Labor-Management Cooperation Today, Batt and Weinberg, Harvard Business Review, Jan-Feb 1978.

Week 7: Workers' Control

Reading:
"Workers' Control" Toward a North American Movement," J. Case in Workers' Control, Hunnius, etc. p. 438-468.
"Workers' Control is More Than Just That" Andre Gorz, in above p. 325-343.

Week 8: Women, Blacks, and Minorities in the Work Force

Readings: "The World of Women's Work" Louise K. Howe, in Pink Collar Workers p. 223-265. "Myths" re women in the work place, in Sociology, Perrucci et al, p.200-206. "Institutional Racism in Urban Labor Markets" Harold Baron and Bennett Hymer in The Capitalist System p.297-305.

Week 9: The Shorter Work Week and the Workers' Sabbatical

Readings: "Background of the Struggle for a Shorter Week" Henry Foner
"The Workingman's Sabbatical" Otto Feinstein

Week 10: The International Condition of Labor

Readings: Selections from Global Reach, Richard Barnet;

Week 11: Review, Conclusions, Questions

Television Course: Work and Labor (or revised Varities of Man)

Conference Course: QWL

1. Factory Tour: Ford Motor Car co., followed by meeting with auto workers
2. Lordstown: What happened then and now ? Resource: Gary Bryner, local president during the strike and now on UAW staff.
3. Reports and assessments of QWL programs:
   Dutch Landen and Irving Bluestone - top GM and UAW QWL advocates, are the presentors;
   Reactors: Warrington Parker Rockwell-International and Harley Shaiken, former GM employee working on book regarding work in America, and a worker from Cadillac Motor Car, co.
4. Presentations of slides and stories by workers in classes who have taken photos of their work places inroder to describe the strengths and weaknesses of the quality of work there.
5. Affirmative Action post-Bakke
   Resources: Doug White, Borg-Warner; Carl Stewart, Detroit Edison; Willie Stamps, Detroit Edison; Roy Williams, Detroit Urban League.

The Cultural Workers Curriculum - The Urban Humanities in the Urban Studies Module **

Culture in our contemporary society is changing. Any serious program of study dealing with cultural workers, cultural development and cultural action must confront this reality. The Intergovernmental Conference on Cultural Policies in Europe (Helsinki, Finland, June 19-28, 1972) described this change as follows:

> "In contrast to the traditional view which confined education to schools and limited culture to the arts and letters, the tendency now is to take a view of culture enlarged to embrace the individual's whole way of life, of being and of acting. Opposed to the old concept of culture as a system of knowledge drawing most of its content from the past and to which access was by selection, are the new concepts of culture as a living experience and of life-long education, available to all in accordance with their aspirations and attitudes."*

This concept of culture refers to a living culture - the effort made by men and women to give meaning to what they do and what they experience. Cultural heritage gives meaning in relation to this culture in action. In this sense, those of us who have acquired "culture" (in the traditional sense of the term) are often preoccupied with being better informed to the exclusion of using our knowledge to invent, to create, to act.

Evolution of the Concepts of Cultural Action and Cultural Development

Cultural development and cultural action are recent concepts. They developed in Europe, primarily in France, in the immediate post-World War II period. Cultural development, now generally upheld as one of the main tasks of modern society, is considered of equal importance to social and economic development.

In the early period, cultural development dealt essentially with democratization of culture based on two assumptions: first, only high culture is worthwhile; second, once the people and the cultural works are brought face to face, cultural development will follow. As a result priority should be given to professional artists and to the de-centralization of cultural institutions and cultural centers. The idea would be to increase access to "culture" for the total population.

After nearly twenty years of experience, the implementation of this first formulation of the concept proved ineffective, as demonstrated by the dissatisfaction and the lack of involvement of large sectors of the population.

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* United Nations Educational, Scientific and Cultural Organization, Document SHC/EUROCULT/4. Paris, 1972.

** This is an edited version of a much longer paper written by Eric Bockstael.

A new definition of cultural development and cultural action now came to center stage: cultural democracy. This concept assumes that cultural life is made up of sub-cultures, each having its own mode of expression. The aim would be to promote expression of particular sub-cultures, and relate them to other sub-cultures, some of which play a more dominant role in a society. Francis Jeanson, French philosopher and former director of Maison de la Culture, at Bourges (France), explained the concept as follows:

> "Cultural democracy doesn't go so far as to condemn out of hand a cultural past on which it is itself dependent and whence it draws its deepest motivations. On the contrary, its aim is to arrange things in such a way that culture becomes today for everybody what culture was for a small number of privileged people at every stage of history where it succeeded in reinventing for the benefit of the living the legacy inherited from the dead; that is to say, each time it was able to assist in bringing about a deeper sense of reality and closer bonds of communication between men."*

According to Jeanson, the point is not to increase the size of theater audiences or the number of museum visitors, but to "(provide) those hitherto excluded from traditional culture with the means of cultivating themselves, according to their individual needs and specific requirements."**

A comparison of these two concepts of culture would look as follows:***

	DEMOCRATIZATION OF CULTURE	CULTURAL DEMOCRACY
Principles:	Mass distribution of high culture; Study of past achievements; Only elite culture of value; Anyone who is exposed to high culture will begin to seek it out;	Encourage each sub-culture to develop, express itself, and produce leaders and artists; Culture is in the process of becoming; Promote self-expression, communication and participation; More active and creative lives for everyone.
Methods:	Major institutions Preserve and recreate great works Provide passive entertainment Try to attract large groups of people.	Decentralized -- local Appeal to small groups Cultural Activity as a continuing process of education for all Central concern for needs of the public, not preservation of works.

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* A. Girard, Cultural Development: Experiences and Policies, UNESCO, Paris, 1972, p. 54.

** Ibid. p. 55.

*** Prepared by Mary Lee Field, US/WC, [illegible]SU, and based on A Girard, op.cit.

(continued)

	DEMOCRATIZATION OF CULTURE	CULTURAL DEMOCRACY
Facilities:	Centrally located	In outlying areas
	Massive and formal	Flexible -- for many uses
	Inflexible, permanent	Local halls, locations in many communities
Personnel:	University trained	Cultural worker (animator)
	Administrative experience	Experience in unions, youth groups
	Preservers	No need for university training
		Main function is to encourage creativity

The third and most recent redefinition of the concept of cultural development and action proposes that the objective of cultural action is to provide men and women with the maximum means to discover their own humanity.

This latest development* stems from the realization that the society within which we live is based on the most pernicious form of arrogation of power i.e. the power to give meaning and identity. Thus a small number of people try to give meaning to the lives of all the others.

The postulate here is that everyone is in fact involved. However, only a small minority of people are in the position of contributing to the decision-making process which defines the present and commits the future of the society. To such a radically unbalanced situation, no meaningful answer can be provided by just establishing new institutions, whatever their merit may be. Indeed, it is no longer sufficient to show people the theoretical adavntages of a particular social institution. The point is that an increasing number of men and women must have the opportunity to imagine, create and develop the culture in which they will have to live.

The Means - The Cultural Worker**

The implementation of cultural action in our cities requires first and foremost human means. It is only people who can, day after day, give meaning to an action of this type and importance. Nothing of course guarantees that the technical means, also necessary for the implementation of cultural action will follow. But they do not precede the necessity of human means.

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* Francis Jeanson, Action Culturelle dans la Cité, for a more detailed discussion.

** The term "animator" is used in Europe. Since this term has caused much confusion when used in the U.S. we are using cultural worker instead.

The human means, in cultural action, are foremost the members of the group in which the cultural action project will take place, and in particular those members who already manifest in their own group a demand for life, human relations, communication, dialogue, participation. The phenomenon of cultural action occurs spontaneously in every society. This society has a clear need for permanent cultural workers whose full-time activity is devoted to cultural action.

The competence of the permanent (or full-time) cultural worker can be measured by his capacity of developing means which will increase the number of voluntary workers. No group of cultural workers, however well organized they may be, can carry out the cultural work in a city. Indeed, if one of the objectives of cultural action is to establish relationships between people and the artistic creation, cultural action itself is creation from that moment onwards at which it is successful in establishing relationships between people in the community. However, we ought to remember that people today have greater need for situations which allow them to express themselves than for cultural models. The artistic work is less important than the fact of sharing, of communicating.

In practical terms, the cultural worker needs to listen carefully to the demands and aspirations of the community in which he or she works; must assist in enhancing the traditional cultural patterns of the community and use whatever means necessary to promote this enhancement -- be it in the area of dance, music, upgrading of the environment, forms of verbal expression (from story telling to discussion of important issues) -- while at the same time help in the understanding of cultural heritages other than those of the community in which the project takes place. The cultural worker needs to help invent new forms of culture, re-fashioning the cultural environment as vigorously (but more carefully) through cultural invention as the physical environment has been transformed through technical invention. One could imagine, for example, that the work of the cultural worker (animator) would bring about the invention by a community of new systems (or rediscovery of traditional systems or adaptations) within which people in cities can celebrate, express their views and feelings.

A creator, the cultural worker must also be a mediator, assisting in the "de-coding" of inherited culture and in the distribution of traditional works. He must be a concrete person working with concrete people, a person who is not selling something, be it art or the humanities, but who awakens a desire for encounter, exploration, confrontation, between members of a society. He also must be a person capable of feeling as well as thinking: of diplomacy and combativity; of intellectual rigor as well as practical flexibility; of patience and impatience....

Should the professional cultural worker have received a University training ? While some advocate it, others stress that it should certainly not be a pre-requisite. There are indeed many people who are deeply involved in this kind of work, and who do it well. They live in the community in which they work, know it well, have deep empathy for it, and are committed to nurturing its growth in meaning.

However, it is equally true that in many instances the days are over when pure enthusiasm and other personal qualities could make up for lack of skills. Personal involvement is always essential, but a certain amount of professional knowledge, both administrative and in the relevant fields of culture, is becoming increasingly indispensable.* The loss of traditional skills and the weakening of traditional cultural communities are a key element in this need.

In keeping with the general education of the University Studies and Weekend College model at Wayne State University, Detroit, Michigan, what kind of curriculum ought to be offered to students who are currently employed in cultural activities, do them on a voluntary basis, and/or are interested in a career of professional cultural worker ? Many students currently enrolled in the University Studies and Weekend College are active in ethnic organizations, block clubs, unions, church. Some work for public or private cultural agencies (libraries, city departments such as Parks and Recreation, the Arts Council, museums, youth centers, senior citizen homes). Their experience and needs ought to be carefully taken into consideration in the development of such a curriculum. Despite discussions with such students and officials of such cultural agencies, what is presented here is a curricular format for further debate and discussion, including among those teaching and studying such a curriculum.

The Specific Adaptation of the Urban Humanities Year

Fall Quarter: the three courses (television, conference and workshop) of this quarter deal with folk, mass and classical cultural patterns.

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* For further discussion see UNESCO, SHC/ASIACULT/9, Paris, 1973.

The television course, Quality of Life - Folk, Mass and Classical Cultures, explores the relationship between cultural expressions in an urban setting and the quality of life, and examines the cultural institutions of the Detroit area. The adaptation of this course to the needs of students in cultural work could be achieved through research, oral and written presentations, readings and discussions on the following:

a) description and analysis of one major cultural institution (church, library, museum, city departments - such as the Council of the Arts) in relation to quality of life issues, and role in folk, mass and classical cultural expressions:

b) description and analysis of one non-institutionalized cultural activity (for example folk dance evening, a film collective, individual or collective art exhibit, a neighborhood bar, an ethnic restaurant, a wedding) in relation to the same issues as above.

The conference course: which takes place over two weekends, could consist of the following themes:

a) the "city-polis" as a place for cultural work;

b) non-cultural variables (for example housing, urban planning, working conditions and type of work, general conditions of daily life in specific neighborhoods) determining the type of cultural action projects that can be undertaken, how they should be carried out, and influencing the chances for cultural development to occur.

The conference should be planned by students (making it possible to develop organizational skills; technical skills such as making up schedules; public relations; contacting speakers; audio-visual equipment; artistic or cultural presentations), faculty and relevant city departments.

The workshop course: meeting four hours each week for ten weeks, could be organized as follows:

Week 1: definitions of culture as developed by participating students and cultural humanists
Week 2: role in transmission and promotion of culture of "non-cultural" professions and conditions (i.e. clergy, doctors, industrial workers, farmers, house-wives, etc., who, because of the richness of their experience, play an extremely important role in social groups and in the community)

Week 3: institutional definitions of culture and the humanities using such documents as the City Charter; basic documents of the Department of Parks and Recreation; the Detroit Council of the Arts; the National Endowment for the Humanities; etc.

Week 4: type and scope of cultural activities in Detroit, with a special attention to central institutions;

Week 5: type and scope of cultural activities in the city with special emphasis on family, neighborhood, church, block club, union, ethnic organization;

Week 6 to 9: examination of the information gathered during the previous weeks in relation to the theory and philosophy of cultural action and development as presented by a number of authors and international organizations such as UNESCO, OECD, etc.

Week 10: international comparison. How do other countries, particularly those freed from colonialism in the last 30 years, deal with cultural development ? How does a similar society, like Canada, deal with it ?

Summary: following this curriculum for the first quarter of study would provide students with a number of working definitions of cultural development and action from a variety of view points (institutional, personal, family), a philosophical and theoretical framework, some basic organizational skills, knowledge of cultural activities and needs of people, the role and structure of municipal cultural institutions, elements for an international comparison, and an understanding of those non-cultural factors influencing cultural expression.

Winter Quarter: the three courses deal with history and cultural identity.

The television course: An American Mosaic deals with the major migrations which have resulted in the hybrid cultures of the U.S. - East to West, South to North, from farm to city. It pays special attention to the changing nature and meaning of cultural expression of the American peoples. The adaptation of this course to the needs of students in cultural work could be achieved by focusing on the following topics:

a) family history in relation to the broad cultural history of the United States, with special attention to the impact of migration from rural to urban areas;

b) historical evolution of celebrations special to certain groups (ethnic, family, church, neighborhood, work);

The conference course: as the previous quarter - jointly planned and organized by students and faculty, could deal with the following:

a) historical evolution of cultural needs and cultural institutions;

b) the historical evolution of the economics and politics of culture in the city (going as far back as the European medieval city using such works as Henry Kraus' Gold was the Mortar· Economics of Cathedral Building)

The workshop course: In an attempt to provide students with planning, management and administrative skills as well as a comprehensive understanding of the intimate relationship between socio-economic development and cultural development, the course would deal with the following:

a) planning for cultural development: general development planning and cultural planning. What is a planning system ? Types of cultural planning. Means to attain objectives (personnel, equipment, decentralization of cultural activities and decision making). Evaluation techniques.

b) the instruments of planning - statistics on cultural development, questionnaires, data gathering and base data, analysis, policy formulation;

c) resources and methods for financing culture - sources of financing and grant writing, role of local government, private corporations and foundations.

Summary: at the end of this second quarter students in the cultural work sequence should have an understanding of the historical evolution of cultural needs and institutions, the role of economics and politics in culture, and will have acquired some specific skills in planning for cultural development and action.

Spring Quarter: the three courses are devoted to the Arts of the Imagination.

The television course: Many Lives of Dr. Faust, explores the historical, mythological, artistic and ideological dimensions of the Faust legend from the 16th through the 20th century. The adaptation of this course to the needs of cultural workers could be achieved through the study of the many uses that can be made in artistic and cultural expressions of legends, folk tales and traditions, and through the choice of one particular cultural tradition and how it has been used in artistic and cultural expressions or on how use could be made of it in a cultural action project. This course is particularly useful in studying the relation between content and form, and their evolution over time.

The conference course: scheduled over two week-ends, the first one of which would have taken place very early in the quarter, would deal with the following:

a) technical problems of the theater, museums, exhibits, musical groups, dance, etc.

b) cultural techniques (of establishing relations, extracting, investigating and interpreting qualitative needs)

The workshop course: in preparation for the summer quarter, will deal with the development of specific cultural action projects, and center around the following

-what is a cultural action project ?
-how can it be defined in terms of expressed and latent needs ?
-where and with whom (specific group - ethnic, neighborhood, young, old) will it be developed ?
-what role, if any, for creative or performing artists ? for humanists ?
-how to organize an exhibit, a film presentation, a dance, a musical presentation; understanding that an exhibit does not need to deal only with art or need to be passive - it could also deal wtih social issues (for example: the child in the city) or crafts (exhibit, history and use of tools);
-half of the quarter would have to deal with the specific preparation of a cultural action project by small groups of students (five to six).

Summary: following this curriculum and its practical orientation, students will have acquired specific cultural workers' skills and be prepared to test these skills in the concrete setting of a city cultural action project to be implemented in the summer quarter.

Summer Quarter: the three courses deal with the general theme of play and leisure.

The television course: Play and Leisure, serves well the needs of cultural work students as it examines play and leisure as important foundations of culture. Its scope ranges from a focus on social forms of play such as sports and games to an analysis of the playful dimensions of art, philosophy and science. The relationship of play and leisure to work, learning and creativity are constant themes.

The conference course: should consist of visits to two cities (for example, Chicago, Toronto, Cleveland, Toledo, Windsor), organized by students and faculty in collaboration with the relevant agencies in Detroit and in the cities that will be visited, to examine how cultural work is being carried out elsewhere.

The workshop course: will deal with the implementation by students of cultural action projects developed during the previous quarter's workshop course, and which could deal with such issues as "Working tools as culture - an active and participatory exhibit"; "The Child in the City - exhibit and games"; performances in public places: a dance in a park, a neighborhood exhibit and tour; all the projects to be selected and developed by students. In addition the workshop course will deal with the development and use of evaluation tools and techniques applicable to the specific cultural action project.

Conclusion and Summary:at the end of this four quarter year, the student interested in a career of cultural worker should be fairly well prepared, within the limits of time, to begin carrying out various tasks. The worker will have acquired a philosophical, theoretical and historical framework of cultural action and development; an understanding of the economics and politics of culture and the institutions in which they are played out; some specific skills in planning for cultural development and cultural action projects.

Obviously, not all disciplines and themes could be studied within the framework of a curriculum for cultural worker*, some included here could be replaced by others such a the sociology of cultural practice, the basics and essentials of town planning and urban renewal. Discussion of this particular curriculum and actual experience in working with students will undoubtedly lead to many changes.

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* Little emphasis has been placed on sections of the curriculum described in earlier sections of this report. Readings, writing, cultural experiences related to the TV courses and other courses will be part of the students' instruction.

The Science and Technology Year for City Workers

The general outline of this curriculum has been presented under the heading of "Curriculum Model for Parks and Recreation Employees of the City of Detroit" which we discussed under the previous section "Second Effort" of adaptation of US/WC model for City Workers. It would be good for the reader to go back to this section to get an overview of the total Science and Technology Year. At this point we will cover the development of two of the four quarters for the city forestry workers in specific.

The Spring Quarter - The Start

	The TV Course	The Workshop Course
Week 1	Introduction: The Making of Life	
Week 2	Principles of Genetics- Mendel's peas revisited.	Organization of plant and animal kingdoms
Week 3	The nature of a gene - why do we look as we do ?	Plant reproduction
Week 4	Human Genetics - when it goes right, when it goes wrong.	Animal reproduction
Week 5	Protein Synthesis - how what we eat becomes what we are.	Process of photosynthesis
Week 6	From one cell to a beating heart - How does it happen ?	Process of respiration
Week 7	Protection: Immunity and Allergy - can stress make a difference ?	Chemical control of plant activity
Week 8	Disease: Infection and cancer - Do people think themselves well ?	Chemical control of animal activity
Week 9	Evolution: From breeding dogs to breeding humans - is there a difference ?	Adaptation of plant forms
Week 10	Ecology: There is no "away" to throw it to; or where does it come from and where does it go ?	Adaptation of animal forms

The conference course, readings, and assignments are described in an earlier section.

The Summer Quarter - Into the Woods

This course of study was offered during the summer of 1978. No Science and Technology TV course was available at the time, thus a substitute was developed.

Course 1 (replacing the TV): This will be a guided independent study project. Students will read and work on exercises from three self-paced learning manuals on air quality, water quality, and land quality. (Both WSU and the University of Wisconsin have awarded previous credit for these self-paced books). The instructor will arrange the work independently with students who need help with material. Some class work will be done during weekly meetings. Students will take tests after each unit of study. The theme of the independent study will be an investigation of the human social impact on the natural environment and the content will include basic information and principles from the disciplines of chemistry, geology, physical science, ecology and physiology.

Course 2 (workshop): This course would emphasize the identification and natural history of organisms living in and around the urban area. Part of the course will involve analyzing the value of having green areas and open space in the city. Belle Isle, Palmer Park and other suitable areas can be used as study locations. Students should expect to do some traveling around the Metropolitan area. Topics would include -

Using biological keys
Identification and natural history of local trees
Identification and natural history of local birds and insects
Biology and natural history of a vacant lot
Using green spaces in urban areas
Urban gardening techniques
Urban impact on farm lands
Using parks for environmental and energy education

Course 3 (conference): This course would emphasize the ecology and natural history of semi-primitive areas located in or near the Metropolitan area. Whenever possible, we will study organisms and natural systems (e.g., stream system or marsh system) that have been replaced by the city. This will involve some travel expenses and will require four days on the weekends during the quarter.

Weekend #1: August 5- Visit to Point Pelee, Canada
August 6- Visit to Henry Ford Woods
Weekend #2: Visit to Highland Recreational Area

(Note: An evaluation of all aspects of this quarter are available from Marvin Bobes, Science and Technology Division, US/UC, CLL, WSU.)

The Labor Studies Module: Adaptation for Unionists

University Studies and Weekend College is specially designed to meet the educational needs of working adults and is particularly well suited for students interested in the field of labor studies.

Drawing on the richness of experience which adults bring to the classroom, University Studies and Weekend College provides a coherent general education designed to enhance the students' understanding of themselves and their environment. This is reflected in the social science curriculum, for example, which builds on the students' experiences in areas such as ethnicity, work and labor, and human conflict. In addition, the program offers students the opportunity to combine a broad general education with studies taken in the many strong departments of the University. This includes, of course, the courses offered by the Labor Studies Program of the College of Liberal Arts.

The program is designed for those who wish to take it from start to finish, but it also enables graduates of community colleges to complete the requirements for a bachelor's degree with two years of additional study. University Studies and Weekend College, then, is well suited for working adults interested in earning a Bachelor of General Studies degree with an interest tract in labor studies. The advantages of this program can be seen by examining the program's unique delivery system and flexible curriculum.

The Delivery System: The working adult is insured access to higher education through a unique delivery system that utilizes

a) TV courses
b) Weekend conferences
c) Weekly workshops

Students attend workshops once a week at a local union hall or some other convenient location; watch a daily half-hour television course at home; and attend a weekend conference on Wayne's campus twice each quarter. By taking all three courses: workshop, television, and weekend conference, a student can earn 12 credit hours each quarter and complete the requirements for a Bachelor of General Studies degree in four years.

While the content of the TV courses is relatively fixed, both the workshop and conference courses can be tailored to build on the experiences and interests of the students. Thus, a curriculum which already reflects the labor background of the students can utilize the workshop and conference courses to strengthen the labor orientation of the basic curriculum.

The Curriculum: The US/WC curriculum, consisting of 180 credit hours, includes the following components:

a) Divisional Courses (108 cr. hrs.): The heart of the University Studies and Weekend College curriculum consists of three interdisciplinary course sequences in the Social Sciences, Humanities, and Science and Technology, each consisting of 36 credit hours. Each divisional sequence examines and clarifies contemporary thought and experience through a series of interdisciplinary courses relevant to the working adult.

b) Theory and Method (24 cr. hrs.): The Theory and Method courses are a logical extension of the basic divisional sequences and are designed to enhance the students' understanding of the basic assumptions, methodologies and inter-relationships of academic disciplines.

c) Electives (36 cr. hrs.): These 36 credit hours of electives are one of the major elements of flexibility in the program and enable students to tailor their studies according to their own personal and professional interests. Electives may be taken within the University Studies and Weekend College Program, from other departments of the University, or may be transferred from other institutions. Twelve elective hours are to be directed toward the divisional sequences, and 24 elective hours are to be selected from the students' interest areas. The student interested in the field of labor studies, then, may combine the US/WC general education curriculum with the labor studies courses offered by the College of Liberal Arts. In addition, the labor studies courses taken at community colleges are transferable to University Studies and Weekend College, and may be supplemented by additional labor studies courses at the University.

d) Senior Essay or Project (12 cr. hrs.): The Senior Essay/Project requires the student to explore a topic of personal interest and place it in a broad intellectual and social context. It may take the form of an extended essay or a project. It can, of course, examine a problem in the area of labor studies.

The Labor Studies Option (Module) of the University Studies and Weekend College, then, is well suited to meet the education needs of working adults interested in the field of labor studies. These include both students just beginning their educational career and students transferring from community college labor studies programs. The combination of the US/WC general education curriculum, with its labor focus, and the Labor Studies Program of the College of Liberal Arts provides large numbers of working adults with one of the strongest and most comprehensive labor studies programs available anywhere.

THE LABOR STUDIES OPTION
FOR
Students Starting their College Career in
UNIVERSITY STUDIES AND WEEKEND COLLEGE

	FALL	WINTER	SPRING
SOCIAL SCIENCE YEAR	Ethnic Studies TV Ethnic Studies Wksp Ethnic Studies Conf	Work & Labor TV Work & Labor Wksp Work & Labor Conf	Conflict Studies TV Conflict Studies Wksp Conflict Studies Conf
URBAN HUMANITIES YEAR	Quality of Life TV Quality of Life Wksp Quality of Life Conf	Play and Leisure TV Play and Leisure Ws Play and Leisure Cf	Arts of the Imagination TV Arts of the Imagination Wksp Arts of the Imagination Conf
SCIENCE & TECHNOLOGY YEAR	Energy & Techn. TV Energy & Techn. Wksp Energy & Techn. Conf	Science & Ecology TV Science & Ecology Ws Science & Ecology Cf	Values, Technology & Society TV Values, Technology & Society Wksp Values, Technology & Society Conf
THEORY & METHOD YEAR	Theory & Method Wksp Theory & Method Conf Econ 541 : Labor Problems I	Theory & Method Wksp Theory & Method Conf Econ 641: Labor Problems II	Theory & Method Wksp Theory & Method Conf Industrial Health & Safety
SENIOR YEAR	Senior Essay I Union Org & Admin Soc 613: Sociology of American Labor	Senior Essay II Labor Law Pol Sci 529: Pub Svc Employee Relation	Senior Essay III BusAd 0574 Collective Bargaining Psych 656: Psychology of Union-Management Relations

This is only one of a variety of arrangement by which the Program requirement may be filled.
Students interested in studying over the summer, can do so.
There is labor relevant content in nearly all of the US/WC courses, as will be shown in this section.

MONROE COUNTY COMMUNITY COLLEGE - US/WC, WSU
COORDINATED LABOR STUDIES PROGRAM

FALL	WINTER	SPRING	SUMMER
Ethnic Studies TV Ethnic Studies Wksp MCCC-Econ 258: World Labor Problems	Work & Labor TV Work & Labor Wksp MCCC-Econ 256: Collective Bargaiing	Conflict Studies TV Conflict Studies Wksp MCCC-Supv 103: Human Relations	Elective (s)
Energy & Tech TV Energy & Tech Wksp MCCC Industrial Health & Safety	Science & Ecol TV Science & Ecol Wksp PolSc 157: Labor & Law MCCC	Values, Tech & Soc TV Values, Tech & Soc Wksp MCCC-Econ 259: Union Administration	Elective (s)
Quality of Life TV Quality of Life Wksp MCCC-Spch 151 - Communication Fundamentals	Play & Leisure TV Play & Leisure Wksp MCCC-Eng 101 - Communication Skills	Arts of the Imagination TV Arts of the Imagination Wksp MCCC-Econ 257 - Contract Administration	Elective (s)
Theory & Method Wksp Theory & Method Conf WSU-Soc 613- Sociology of American Labor	Theory & Method Wksp Theory & Method Conf WSU-PolSci 529- Public Sector Employee Rel.	Theory & Method Wksp Theory & Method Conf WSU-Psych 656- Psych of Union Management Relations	
Senior Essay Humanities Conf Elective	Senior Essay Science & Tech Conf Elective	Senior Essay Science & Technology Elective	

This is but one version of a program based on close collaboration with Community Colleges.

University Studies/Weekend College - Labor Studies Courses

A. Core Courses: The following courses (36) hours) or their equivalent are recommended to all labor studies students: (All are 4 cr. hrs.)

SSG 2101	Problems in Work and Labor (Workshop)
SSG 2102	Introduction to the World of Work (TV)
SSG 2103	Work and Labor Today (Conference)
New	Union Organization and Administration
LAW 0641	Labor Law
New	Industrial Health and Safety
ASG 4976	Senior Essay: Labor Studies
ASG 4986	Senior Essay: Labor Studies
ASG 4996	Senior Essay: Labor Studies

B. Elective Courses: Six courses (24 credit hours) from the following:

Econ 0541	Labor Problems I
Econ 0641	Labor Problems II
Psych 0566	Psychology of Union-Management Relations
BusAd 0514	Collective Bargaining
PolSci 0529	Employee Relations in Public Service
History 543	History of American Labor
History 596	History of Laboring Classes in Europe
Soc 0613	Sociology of American Labor

In the following pages of this section we will present course syllabii of the US/WC program as adapted for the labor studies module. These courses are samples of a much wider range of adaptations. Given space limitations we are unable to present them all, or any more than abstracts of those we are presenting.

Work and Education: An Introduction to the US/WC Program

Specifics: This course will consist of two Saturday conferences - April 22 and June 3 - from 9:00 am to 5:00 pm, and six weekly discussion sections between those two dates at any time and place agreed upon by 12 to 20 students. It will be a four (4) credit hour university level (WSU) course, and should be eligible for company tuition rebates.

Content: This course deals with the relation between work, education, employment/unemployment, and the labor movement. Its goal is to train students as discussion leaders/instructors for future offerings of the course, as well as introducing them to the US/WC program. Content and teaching will be stressed. The sessions are as follows:

Content (continued)

Sessions 1 & 2:	Conference on April 22: (1) Can America Have Full Employment (2) What Plans Are Around To Achieve This Goal (3) What is the Workers' Sabbatical (4) What is the Relation between Productivity, Unemployment and Education (5) What Educational Options are Available to Working People
Session 3:	The Labor Market and Education Examination in detail of the relation between productivity, automation and employment; the history of the shorter work day and other work-sharing plans; the role of education in achieving this goal, in dealing with unemployment, better employment, job security; the necessity for education for a democratic society. Who is for education ? Who is against it ?
Session 4:	What Do Workers Want What do working people want ? Jobs, income, job satisfaction, Quality of Life ? etc. These questions will be discussed and techniques for doing public opinion studies and analyses will be learned, so that students can check this out for themselves.
Session 5:	What is Available What are the educational options available for working people and their families at this time ? What purposes do these options serve ? What options could be available but aren't ? How can they be made available ? What is Paid Educational Leave ? What is the chance for the Workers' Sabbatical ? Top experts in educational options will be available to discuss this question with the students.
Session 6:	A Curriculum for Workers With the assistance of expert curriculum designers the students in class will learn how to design a curriculum for their own educational interests - educational options - while they are working full-time and options should we get the Workers' Sabbatical.

Session 7: Report and Review

Each class will report on attitudes of fellow workers and neighbors based on surveys developed in sessions 4 and 6. An analysis will be made of these responses and the desires of the class and what would be needed to realize these.

Session 8: Preparing A Plan for Our Own Further Education

Based on what we have learned in the previous seven sessions each student or class will prepare their own plan for further education, taking advantage of all options available and creating new ones where needed.

Session 9 & 10: Conference on June 3: Where to ? 6+1=.1-10%

All classes will present their findings as to what working people want, what is available, what is needed, how it can be gotten, and what they themselves would like to see in the area of Work and Education. Educators, government leaders, and others will be present to hear what is said, and the findings and recommendations of the entire group will be published so that other working people will know what we are thinking.

In the afternoon, we will discuss what steps should be taken to expand this project and to recruit a next set of classes. Certificates of completion will be awarded to all students who have completed and passed this course.

Why this Course: Completion of this course will allow each participant to plan their own education based on knowledge of a wide range of options not usually available to working people. It will also train the participants as discussion leaders for future offerings of the course. The direct access to educational experts and resources, and a focus on the relation of education to work and working people, is a unique opportunity not otherwise available.

The contract between unions and management in many places covers full or much of tuition costs for a college education. Yet in most places less than .1% of covered workers take advantage of this important benefit. There are many reasons for this: people don't know they have the benefit; they dont see education as something for them; in many cases delivery of educational services just doesn't meet their needs, interests, or other responsibilities. The second purpose of this course is to develop educational options and delivery systems which will interest working people and by a series of steps, move use of benefits from .1 % to 1% to 10%.

Costs: Tuition $130 for the quarter and books will average $15.

Social Sciences, Urban Humanities and Science and Technology

The following pages contain edited versions of the specific workshop and conference courses as adapted to the labor studies module.

A number of things should be kept in mind:

(1) Ideally the students would be entering these sequences after having taken the Work and education introductory course. This would not only allow them to plan their education and to become familiar with the US/WC approach, but they would be introduced to certain study skills critical for university level work.

(2) We don't describe the TV courses again. They are basically the same as those described in the earlier section of this book, although some reading and a number of written assignments are adapted to labor studies module needs.

(3) The workshop and conference courses here listed are but samples of what has been and can be done. Many other options have been tried and are being planned. In 1977/78 we planned to use the educational offerings of Region 1A as elements of the conference and workshop offerings. They were :Time and Motion Study; Stewards and Comitteemen Training; Labor Law, Worker's Compensation and General Law; Advanced Collective Bargaining and Arbitration.

(4) When looking at the courses listed in the section which follows it is important that the reader notes the combination of TV, workshop, and conference and the progression which results. Those wishing to adopt our model and adapt the courses to their own environment should get many ideas, as well as having our own courses which they are of course free to use.

(5) There is a continuous process of innovation inherent in the program as a result of interaction with students and with the unions. New courses are being developed all the time and the course content of the existing courses is under continuous revision.

Workshop Ethnic Studies

Readings

Milton Gordon "Toward a General Theory of Racial and Ethnic Group Relations"
B.J. Widick, "Black City,Black Unions ?" Dissent, Winter 1972.
Irving M. Levine and Judith Herman "The Life of White Ethnics" Dissent, Winter 1972.
Stanley Feldstein and Lawrence Costell, The Ordeal of Assimilation, Anchor Press, 1974 (Entire Book)
Michael Harrington, "Old Working Class, New Working Class" Dissent, Winter 1972.
Barbara Mayer Wertheimer, "Women of the Mills and Mines" 1900-14, in We Were There, Pantheon, 1977.
Judith Buber Agassi, "Women Who Work in Factories" in Dissent, Winter 1972.
Virginia A. Berquist, "Women's Participation in Labor Organizations" in Richard Rowan Readings in Labor Economics and Labor Relations, Richard Irwin, inc. 1976.
Raymond Munts and David C. Rice "Women Workers: Protection or Equality?" in Cit Above.
Linda Tarr-Whelan "Women Workers and Organized Labor" in Social Policy, May/June 1978.
Ray Marshall "Black Workers and The Unions" Dissent, Winter 1972.
Dorothy Rabinowitz,"The Case of the ILGWU" Dissent, Winter 1972.
Don Stillman. "The Devastating Impact of Plant Relocations" Working Papers, July/August 1978.
Martin Marger, The Force of Ethnicity :Study of Urban Elites, 1974.

Course Sessions

Week I: Ethnicity, Race, and Class: Three Concepts of the Human Condition - in class assignment start family, location, work history of self.

Week II: The Family, the Place of Work, and the Neighborhood: How they got there and what they do - in class assignment - debriefing on family history.

Week III: Building a Workforce: Internal and External Migration In class assignment - how did you find your job, your father, your grandfather, your mother, your grandmother your spouse ?

Week IV: Building a City: Neighborhoods, Downtown, Politics In class assignment - Start a study of you neighborhood.

Course Sessions (continued)

Week V: Power and Politics: The organization of the unorganized; ethnicity, race, class and elites. The situation in Detroit, in your experience.

Week VI: Women, Ethnic and Racial Groups: Experience at Work and at Home - personal experiences, relations to institutions, relations to people . In class assignment - simulated conflict situation.

Week VII: Human relations, Power, Communications; in class simulated grievance procedure.

Week VIII: Ethnic Succession: Houses, Neighborhoods, Institutions, and within Institutions. In class discussion: change in management and change in unions.

Week IX: Ethnicity and the Person: Culture, Identity, and Community - family, neighborhood, work, leisure, needs. In Class assignment - How you celebrate a holiday, meanings and relations.

Week X: Ethnicity around the World; in class assignment - your plan for dealing with ethnic communities.

Assignments : One of the functions of this course is to develop communication skills. There are written assignments every two weeks which are worked on till they are satisfactory to the student and the faculty member. These assignments are discussed in class. The reading assignments are also discussed and an effort is made to increase comprehension and analytic skills. Fifty minutes is set aside in each workshop for discussion of the TV course and some announcements in relation to the conference course.

A major additional task for the instructor is to facilitate the development of a real group rather than one on one relations between the students and the instructor. The ability from students to learn from each other given the ethnic differentiation of the students is critical for this course.

The human relations, inter-group dynamics aspect of the course is most important and is why the two simulations are introduced into the curriculum

Workshop Course

Work and Labor
Winter 1978-Charles Davis

This workshop is designed to provide a better understanding of the conditions, quality and future transformations of our working lives. It also has the objective of providing some necessary information as background for developing critical skills for dealing more resourcefully with the multifaceted problems that may be encountered in the world of work, collective bargaining, and labor relations.

Required Textbooks

F. Best The Future of Work
M. Kronberg & J. Gies By the Sweat of Thy Brow
Selected Articles and References

Evaluation

Two written assignments will be required for this workshop.

(1) Read any story in the New York Times concerning "Work in Society". Read the report of the same story in another newspaper (Detroit News, Chicago Tribune, etc.) Compare the two reports carefully. Is exactly the same information conveyed in both stories ? Are there ideological elements in one story that are not in the other ? Explain and write up a report. Use any conceptions developed in the workshop.

(2) Major Report: Over 75% of the final grade for the workshop will be determined by the quality of a major report on a topic of special interest. The topic is to be chosen from various topics touched upon in the workshops, conferences or television programs. The report can take any of the following forms:

- (a) A Personal work history of yourself in terms of principles and concepts learned in the workshop course.
- (b) A critical book report on a major work related to labor, work and society. Book must be approved by instructor
- (c) Project design: for a major research project related to subject of workshop course.
- (d) A term paper based on a number of sources.

Students must also demonstrate that they are reading the assigned readings through discussion and answering questions posed in class by the instructor.

Class Schedule

Week I: Background: The structure and the basic requirements for modern society to function: Basic social systems, the political system, the economy, value systems and ideologies.

Week II: The power theme in observations of Work and Society: Conceptions of power, components of power, power elite, organizations as organized power systems, potential power of the unorganized, legal contexts of power, unionism as an instrument of power, management power.

Week III: The environment of the system of work roles in the political economy: Major social trends affecting the economic and political arenas; more inclusive identities; shifts from market to political decisions, extended conceptions of equality and democracy, post-industrial society, decline of trust in government and authority, challenges to union power and influence.

Week IV: Historical and evolving economic contexts of the system of work roles: The economic problem; division of labor, tasks of economic society, three solutions: traditional, authoritarian, market; work in the pre-market and the pre-industrial society; modern industrial technology and its consequences.

Week V: Unions, labor relations and the Political System: Unionism as a moral, revolutionary, social, economic, or occupational force; unionism in the psychological context; the community in union-management relations; interdependency of business, labor and community; unionisms major function: collective bargaining; legislation and court decisions.

Week VI: Humanization of Work and the Quality of Life: Themes in this movement-physical work environment, wage-work bargaining, protection against illness and unemployment, against arbitrary authority, alienation; public interest in QWL; reactions - workers and unions, managers, specialists, supervisory personnel, consumers and community, other societies.

Week VII: Worker Participation in the Management Function: Perspectives-defense and promotion of worker interests, industrial democracy, reduce alienation, use of human resources, cooperation and reduction of industrial conflict, social disruption, industrial efficiency, illegitimate intrusion upon managerial prerogatives, social responsibility of the enterprise; examples of worker participation in practice; prospects.

Week VIII: The multinational corporations and labor: The Mega Corporation and the multinationals; future growth of the multinationals; employment effects; labor conditions and industrial relations; union reactions; wider societal effects; problems of control.

Week IX: The Future of Work: Technology and automation, changing work environment, work and leisure, work and education, work and income, some alternative futures.

Week X: The Future of Industrial Relations: Definitions and conceptions, futurology, its methods relevant to IR, industrial relations systems, the impact of the transnational systems, etc.

Workshop Course

Conflict Studies
Spring 1978 - C. Davis

Domestic and international perspectives on conflict, conflict resolution and social change with special emphasis on the collective bargaining process and political decision making are the themes of this quarter. The workshop will emphasize further the role and political contingencies of collective bargaining in a multinational and multi-institutional context.

Concepts are discussed and problems presented not only to develop cognitive skills and substantive knowledge but also to sensitize the student to a wide variety of values, beliefs and ideologies relevant to the affective aspect of general education

Required Readings

S. Barkin, Worker Militancy :1965-1975, Fraser Press
Additional readings and handouts from the instructor and reference books as assigned.

Evaluation

Two projects will be required for this workshop.

(1) Project Discussion Group on Comparative Labor and Industrial Relations: Trends in worker militancy and worker conflict in selected western countries.

Students will be assigned or will choose a discussion group whose objectives will be to assess, discuss and report on some of the recent trends. Students will be expected to discuss each of the following topics concerning the industrial relations system of the country selected or assigned.

(a) Employee discontent and militancy
(b) Employer policies and some of their changes
(c) Bargaining mechanisms

(d) Limitations of current collective bargaining procedures
(e) Changing relations between the industrial relations parties and government
(f) Trade union actions that have resulted in unintended or dysfunctional consequences
(g) Select comparisons with the USA

Basic references, readings, handouts and preliminary discussions will be given in class. Student discussion groups may utilize materials from class discussions, TV programs, weekend conferences or gained or procured elsewhere in the preparation of their written or oral presentation. Division of labor and other mechanics of the group presentations will be formulated early in the term.

(2) Major Term Report: Over 60% of the final grade for the workshop will be determined by the quality of a major report on a topic in conflict studies that is of special interest to the student. The topic is to be chosen from the various topics touched upon in the workshop, conferences or television program. The report can take any of the following forms.
(a) A Critical book report
(b) A Term paper using many sources and observations
(c) A Research project or report
(d) A Research project design
(e) A personal history in relation to conflict in terms of the course

Students must also demonstrate that they are reading the assigned readings through discussion and answering questions posed in class by the instructor.

Class Schedule

Week I: Backgrounds: General concept of conflict, levels of conflict, conflict in the context of Basic social processes; the nature and setting of international conflict, understanding international behavior; role of America in the multi-national context. Understanding the concept of interdependence; general education analysis of global interdependence.

Week II: The Concept of Systems and Sub-Systems: Political, Economic, Value Systems; emerging conceptions of international social systems and international society; the international political system - patterns of interaction among nation states; structural changes in the international system; operational changes; revolutionary intensity of international political systems environment changes.

Week III:	The International Economy: centralized and decentralized decision making; comparative advantage; intergovernmental organizations; capital flow and colonial patterns; rich nations-poor nations; value problems generated by revolutionary change; value incompatibilities in the Global System; the role of ideology in international behavior.
Week IV:	The Nation-State System and International Organization: Approaches-historical,normative,policy sciences, peace research; useful concepts in analyzing the system; foreign policy decision-making in the nuclear age; the east-west struggle; colonialism and its aftermath
Week V:	Foreign Policy: as process; influence systems; foreign policy interest groups; major issue areas; economic instruments in foreign policy; foreign aid; techniques; general foreign policy instruments; co-operation; competition; conflict; alternatives to conflict.
Week VI:	Social Movements: the nature of Social Movements; methods of study; social situations within nations; structural preconditions; leadership factors; types of social movements; alternative conceptions of revolutionary movements; life cycles of social movements.
Week VII:	Conflict in the Context of Collective Behavior: Determinants of collective behavior; crowd behavior; general analysis of social conflict; function; variations; characteristics of the adversaries; the bases of social conflict; escalation and de-escalation; terminations and outcomes; international conflict, war, imperialism, and revolution.
Week VIII:	Industrial Conflict: conceptualizations; industrial relations; the nature of the economic enterprise; general sources of occupational conflict; sources of conflict in the professions; conflict in marginal and semi-professional occupations; conflict in the worklife of managers, officials and proprietors; conflict in middle level occupations; conflict in the semi-skill and skilled and unskilled occupations; review of themes for resolving interpersonal and intergroup conflict.
Week IX:	Community Perspective: interdependence of business, labor and the community; foundations of interdependency; foundation of cleavages; business objectives in community relations; union objectives in community relations; community demands on union and management; developing theory; the U.S.
Week X	Comparative Approaches: England; Italy; the Federal Republic of Germany; France; Canada, Japan; implications for the U.S.; comparison of international and industrial conflict.

Humanities as an Element of a Labor Studies Curriculum*

The clientel of a labor studies curriculum should be considered from three angles: first, as human beings; second, as college students; and third, as union members and actual or potential union leaders. The humanities deals with concerns which all human beings share in one way or another. Higher education deals with these concerns in an organized, analytical fashion. The humanities aspect of a curriculum for unionists should present, as far as practicable, material and experiences that can be useful to the students in their roles in the labor movement.

In these matters the university has three different constituencies which it must try to satisfy: the students as individuals, the union, and the employers (should the education be financed by the employer). To deal with the latter first, some employers have been reluctant to reemburse or encourage education which is on the surface remote from work-related concerns. Unions can see the obvious relevance of sociology or economics for their members but have questions as to why some of their members should be taught how to look at Dadaist paintings, or listen to an Ives Concerto or analyze an essay by Thoreau. There is an uneasiness in unions and among workers related to the notion of educating workers out of the working class. Isn't there a possibility, they ask, that a liberal education will cut the worker off from those who have not been thus educated ? If so, would a man thus educated make much of a contribution to the labor movement ? Finally, for the individual student who are sacrificing time with their families, leisure time, and perhaps a second job, there must be good reasons given for such a course of studies. They want to know what is Thoreau going to do for me ?

In order to have a humanities program, the university has to have convincing answers for each of these constituencies. Should the humanities be an integral part of an undergraduate Labor Studies degree program for adults ? Should there be a humanities curriculum designed specifically for the interests of these students ?

Historically, the approach of nearly every labor education program on whatever level has been heavily, often exclusively, oriented toward the social sciences, in one form or another.** This has been so because the social sciences appear to be the most, if not indeed the only, relevant academic field for the labor movement. As labor studies programs have become part of degree granting curricula the humanities have become required courses, just as they have been for nearly all degree programs, but to state that tradition requires it or that the humanities are but skill courses in composition or public speaking is to avoid the real issues.

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* This section has been prepared by Fred Kellermeier of the US/WC program.

** Interestingly enough the early labor education programs, unrelated to higher educational institutions had a major role for the humanities, as do the more progressive non-credit labor schools today.

How should the university respond to the questions of the three constituencies mentioned above? To the employers who may complain about being asked for tuition reimbursement for humanities courses the university might respond that workers are asking for the same opportunities that middle and upper management has already had; if a liberal education was good for you, it is good for the workers too. It fits directly into the new quality of work life reasoning of greater and greater sections of management. It is human resource development at its best.

To unions the university might respond similarly. The union members are investing a lot of their time and effort into their education, they deserve the same benefits that their tax dollars have subsidized for others who did not have to go to work or the army as soon as they finished high school. The humanities provide key tools for understanding society and one's self, for being able to change it, and also for being able to enjoy life. There is a strong tradition in labor that understands this point. The current Bread and Roses project of the Hospital Workers and the Threads project of the Amalgamated Clothing and Textile Workers attest to this.

To the students, the university can make a number of arguments. One is, that the humanities can give you the means to help improve the quality of your own life, that of your families (especially the children) and the lives of your fellow union members and ultimately the whole society. More bluntly, the university can point out that those who have the most power in this and other societies are those who have the education, and inorder to deal with them you have to have the same resource. Hoggart's The Uses of Literacy and Sennett and Cobb's The Hidden Injuries of Class are two very useful readings that bear on both of the issues mentioned above. There is no way to understand the nature of our society without the insights provided by its culture and its humanities. But perhaps most important is the liberating experience, the self-esteem and self-understanding, that comes from mastery of the humanities.

But it might be that the most important constituency to convince about the role of the humanities in labor studies or worker education are not the workers, the unions, or the employers, but the university itself. For it may be that we and our colleagues have had a most limited view about the interests and capabilities of unionists and working adults.

Once we have decided to include the humanities we must decide what the nature of such an inclusion is to be. Should labor studies students fulfill the same requirements as any other undergraduate ? Should the regular humanities curriculum be "watered-down ? Should the humanities curriculum take into account the special experiences of working adults and union members while maintaining the quality associated with the "regular" curriculum ?

We have chosen the third path as that most consistent with sound pedagogy and with the humanities themselves. The following syllabi will give the reader an insight into the outcome of this approach.

Workshop Course

Fall Quarter
Quality of Life: Folk, Classical and Mass Culture

Television - The Quality of Life. Texts: Special TV reader designed around the 55 programs and Augustin Girard, Social and Cultural Development: Experience and Policies; Joyce Carol Oates, Them (Selections). Purpose of course: 1) Explore the concept of Quality of Life and Maslow's Hierarchy of Needs; 2) definitions of culture, concept of the three cultures - folk, classical, and mass and the forms, contents, and institutions which represent them; 3) Look into one's own cultural values and experiences in the context of exposure to others.

Conference - The Creative Step. Text: Special conference reader designed around conference presentations. Purpose of course: To introduce the students to a variety of plastic and performing arts and artists; and 2) through conversations and demonstrations with artists, to examine the creative process and the work involved. Two short papers, four quizzes and one project exemplifying the student's own creative work are the conference course evaluation method.

Workshop - Drama and Fiction. Texts: Arthur Miller, Death of a Salesman; The Crucible; Lynn Altenbernd and Leslie Lewis A Handbook for the Study of Fiction; James Moffett and Kenneth McElheny, Points of View; Andrew Levinson, The Working Class Majority (selections); Sennett and Cobb, Hidden Injuries of Class; Altenbernd and Lewis, A Handbook for the Study of Drama.

Course requirements: Mid-term and final exams, and two short (1,000 words) papers.

Purpose of course: 1) To explore works of drama and fiction, and learn methods of literary analysis; 2) Examine the social and political uses of culture as well as the aesthetic; 3) Integrate the material from the two other courses.

Week 1 - Introduction of the course; history of drama and theater; introduction to cultural theory; Maslow's theory and individual ambition.

Week 2 - Act I of The Crucible, political background of the '50s and Arthur Miller's use of a historical topic to make a commentary on the present. Background material on the Puritan era. Continue Maslow discussion and begin relating it to characteristics of urban/industrial society. Use Hidden Injuries of Class in reference to individual self-perception.

Week 3 - Act II of Crucible and individual integrity. Point out relationship to Maslow's higher needs. Discuss folk culture both in itself and in its relationship to small-group dynamics in city and workplace.

Week 4 - Act I of Death of a Salesman; experessionist theater technique. Miller's hero as compared to Lewis' Babbitt. Do section from C. Wright Mills' White Collar. Introduction to classical culture along with Girard on forming cultural policies. Refer to Hoggart's Uses of Literacy.

Week 5 - Death of a Salesman, Act II. The themes of Salesman considered in relation to Maslow'- needs hierarchy & Hidden Injuries of Class. Introduction to mass culture.

Week 6 - Midterm Exams. Mass culture continued. Girard's view of cultural policy. The issues of class and ethnic cultures.

Week 7 - Introduction of Fiction and the use of point of view as an analytic technique in fiction and culture. Cynthia Rich, "My Sister's Marriage", John Updike "A & P" The performing arts in an urban setting. William Carlos Williams "The Use of Force".

Week 8 - The techniques of fictio (continued) Kelley "Cry for Me", Frank O'Connor "My First Confession", Bernard Malamud "The Prison", John Steinbeck "Johnny Bear". The position of the artist in society, past and present. Artistic integrity and social needs. The position of classical culture.

Week 9 - Problem of cultural access, Levinson Working Class Majority: Arts versus propaganda; is there a necessity of 'realism' of some type in all good art ? Irwin Shaw "Act of Faith", Flannery O'Connor "Judgement Day",James Moffett "The Suicide of Private Graves".

Week 10 -Joyce Carol Oates, Them (selections); Shirley Jackson "The Lottery", James Joyce "The Boarding House".

Week 11 - Final Exams and Conference Projects

Workshop Course

Winter Quarter
The American Mosaic

Television: The American Mosaic

Conference: Film and American Life: A Reflection ?

Texts : Television Reader; Conference Reader; Bradley, The American Tradition in Literature (1 volume edition); Thomas Brooks, Toil and Trouble: An Informal History of American Labor.

Week 1 - William Bradford Diaries, On Plymouth Plantation (selections) Mayflower Compact; Franklin, Autobiography & Poor Richards Almanack (selections); Toil and Trouble, America as a land where land is cheap and labor expensive.

General Topics to be covered: motives for migration, the Puritan Ethos, Calvinism (all from Bradford and Brooks); from Franklin: the work ethic, self-reliance, importance of education.

Week 2 - Paine, Common Sense (selections); Jefferson Notes on the State of Virginia (selections) preamble, Frederick Douglass, (selections).

Topics: Deism, influence of empiricims of John Locke, ethos of the U.S. Constitution. Contrast between Jefferson's and Douglass' view of slavery.

Week 3 - Thoreau, Walden (selections), Civil Disobedience; Toil and Trouble, early unionism and workingman's political movements; transition from commercial to industrial society.

Week 4 - Emerson, Self-Reliance; topices for weeks 3 & 4 :Romanticism, individuality, agrarian society.

Week 5 - Melville, Billy Budd (complete); Topics :guilt and innocence. justice and the law. Mi Lai massacre, Nuerenberg Trials, individual responsibility.

Week 6 - Mid-term exam; Mark Twain, The Man That Corrupted Hadleyburg Toil and Trouble: influence of the Civil War on industrialization, politics, and westward expansion.

Week 7 - Twain, Huck Finn (selections), Letters From Earth (Selections); Henry Adams, The Education of Henry Adams (selections); Toil and Trouble: Labor strife in the Gilded Age, the Knights of Labor vs AFL, the Populists.

Topics: America as a nation that believes in progress, the decay of that idea, influence of changing technology on American society, approaches to that theme in literature.

eek 8 - Dreiser, The Second Choice. Toil and Trouble: rise of the trusts, socialism in America, the Progressive Era.

Topics: Darwin - evolution and determinism; naturalism as a literary response.

Week 9 - John Dos Passos, USA (selections); Toil and Trouble:

Week 9 (continued): The Red Scare, Welfare Capitalism, The Stockmarket Crash.

Topics: the Lost Generation, World War I, Dis-Illusionment in the '20's, modern art

Week 10 - Ernest Hemingway, The Short Happy Life of Francis Macomber; Toil and Trouble: prolecult literature, the great depression, organizing drives of the '30s.

Topics: Primitivism and Freudianism in Literature.

Week 11 - Toil and Trouble: Labor Since World War II. the impact of the Civil Rights Struggle, the New Left, The War in Vietnam, the present.

Final Exam.

Similar adaptation have been made for the Play and Leisure and the Arts of the Imagination quarters of the humanities year in the Labor Studies module. The summer study abroad is also related to the humanities and has had a major impact on those workers who have taken advantage of it.

It should be noted here that there are a wide-variety of adaptations dependent upon the expertise of the instructor and the composition of the students. While this discussion document (book) is basically aimed at those outside of Detroit interested in discussing or adapting the curriculum, it should have major ramifications with the US/WC program itself.

The traditions of higher education in the United States are such as to minimize discussion of curriculum and pedagogy among the prectitioners. This is true even in as cooperative and structured program as the University Studies and Weekend College. The writing of this draft document has made obvious many linkage points within the curriculum accross the five year structure which were only vaguely felt before. The shift of Wayne State University to the semester system from the current quarter system should make these theoretical linkage points into prgmatic tools. The comments from colleagues with the University, in higher education, the labor movement, adult and labor education, and public television, would be most helpful in this evolutionary process.

In the Science and Technology curriculum which follows, we have not included the Energy and Society quarter. At this time it is too similar to that offered by the program in general to make it worthwhile for inclusion into this section on the labor adaptation.

Workshop Course

Science and Ecology
Spring 1978

Locations: UAW Locals-400 in Sterling Heights;#182 in Livonia; #235-Hamtramck; #337in Flatrock; #849 in Ypsilanti; #1776 in Ypsilanti; and USWA(Steel Workers) in Trenton.

Goals: To have each student be able to describe the health and safety effects of his/her workplace and the resources, such as laws, agencies, unions and protective equipment, that the worker can use to protect him/herself; and to involve each student, through a project, in some aspect of the occupational safety and health machinery.

Course Materials:		
	Work is Dangerous to Your Health	$3.07
	How to Use OSHA	$3.25
	Michigan Occupational Safety and Health Act	$1.25
	Help for the Walking Wounded	$1.00
	All About OSHA	Free
	Michigan OSHA rights and Responsibilities	Free

Evaluation: The purpose of the project is to give the students some experience in using the occupational safety and health machinery. The idea is that since the subject is supposed to be of practical use, there should be some practical experience. While students should probably choose their own topics, to encourage participation, some suggestions are:

(1) Research and report on a specific hazard;
(2) Poll of fellow workers on most bothersome condition;
(3) Visit to Federal, State, and union occupational safety and health expert or office;
(4) Proposal of design for correcting a dangerous condition in a specific plant or area;
(5) Interpretation of summary of law and/or regulation, or application to workplace;
(6) Historical paper
(7) Review of book or article on occupational safety and health
(8) Log of workplace conditions;
(9) Epidemiological analysis of particular health and safety data.
(10) Extension of an aspect of course to general population safety and health conditions.

(Extensive notes to faculty on how to assist students in this activity are available.) The course is also integrated into the TV and conference courses of this quarter. The class schedule is too detailed to reproduce in this report.

Workshop Course

Values, Technology and Society
Fall 1979

Readings

The Car Culture, James J. Fink
Automobile in American Society, RPI Case Studies, J.L.Sanford
The Saab, Scandia Report
Selected readings from Scientific American, etc.
The American Automobile, John B. Rae, UofChicago Press, 1965
The Road and the Car in American Life, John B. Rae

The sequence of the themes covered in the workshop will be such that one can use the class discussion to build on the theme developed in the VTS television series for that week.

Week I: a) A Historical Overview of the Politics of the Technology of Transportation leading to the ascendancy of the automobile by 1930;

b) Exercise on the role of the automobile vs. other forms of transportation using the Utopia game (simulation model) on television;

Week II: Foundations for the Machine Age: interchangability of parts and mass production in the American Auto industry;

Week III: Sloanism: the initiation of long range planning and market research in the automobile industry;

Week IV: The dependence on technology: The rise of new industries dependent on the automobile; b) effect of the incursion of the automobile into other cultures;

Week V: The impact of the automobile on work, leisure, and mental health in American society; discussion of the Saab-Scandia report; Quality of Work life, job fulfillment and the organization of labor in the automobile industry;

Week VI: Urban transportation modelling: factors in determining the optimum transportation mix for specific urban environments;

Week VII: Application of the limits of growth argument to the auto industry; resource consumption, recycling, etc.

Week IX: Visit to the Henry Ford museum and library;

Week X: Presentation of student developed paradigm of the interaction between values, technology, and society using the automobile as a case study; the future.

The Conference Course

"Broader Perspectives in
Dispute Resolution"
Fall 1978

The Conference course for this quarter included participation in the regular social science conference on ethnicity in the U.S. and participation in the Sixth Annual Meetings of the Society of Professionals in Dipsute Resolution (SPIDR) held in Detroit October 29 - November 1, 1978. The sessions below were the ones recommended to the students.

Day I

9:00-9:30	Welcome	David S. Tanzman Coleman Young
9:30-10:15	Comparison of Dispute Resolution Techniques Between International Relations and Labor Relations - David A. Morse	
10:15-12:00	Panel- Robert Coulson, Charles Schmidt, John Windmuller	
2:00-4:30	Impact of International Relations on Labor-Management Relations The Use of Computers in International Dispute Resolution	
7:00-9:00	Addresses by the Egyptian and Israeli Ambassadors on the Peace Treaty	

Day II

9:15-10:45	The Performers, the Professionals and the Process-A Critical Analysis
10:45-12:15	Concurrent Workshop
1:00-2:45	The Tanzman Factor and Its Influence on Collective Bargaining
2:45-5:00	Concurrent Workshop

Day III

9:15-5:00	Concurrent Workshops

Concurrent Workshop Themes

Mediation in the Private Sector
Mediation in the Public Sector
EEO as a Resolution Process
Environmental Disputes
Manipulation of the Arbitration Process
Interest Arbitration in the Public Sector
Dispute Resolution Techniques in the 1980's
Dispute Resolution in Health Delivery Systems
Decision Making: Conflict of "Role" in Higher Education
Grievance Arbitration in The Private Sector
Grievance Arbitration in the Public Sector
Grievance Mediation in the Two Sectors
New Uses for Fact-Finding in the Public Sector-The "Penultimate Weapon"
Scope of Bargaining in the Public Sector
Evaluation of RBO as a Resolution Technique
An Evaluation of the Various Sources of Information for use in Bargaining
Neighborhood Justice Centers and Family Dispute Resolution
The Dispute Settlement Capabilities of the NLRB

The Conference Course

"A Look at Work"
Winter 1979

Day I

9:00-9:30	Introduction	Zigmond Boytor
9:35-10:05	Island of the Big Cloth	Weavers of the Outer Hebrides
10:15-11:00	Artisanal Work	Mary Robischon
11:00-11:30	The Other Way	Schumacher's Intermediate Technology
11:30-12:15	Automation and the Worker	Harley Shaiken
12:15-12:45	Questions	
12:45-2:00	LUNCH (and Optional Workshops)	
2:00-3:30	Humanizing the Work Place	Zigmond Boytor
3:30-4:00	Modern Times (1st reel)	Charley Chaplin
4:00-4:30	Theory X and Theory Y	Worker/Mgmt Relations
4:30-5:00	Case Studies of Humanizing the Work Place	Zigmond Boytor
5:00-5:30	They Want to Make Work Human Again	
5:30-6:30	Workshops	

Day II

9:00-9:15	Introduction	Mary Robischon
9:15-10:15	Corporation: Phillips Petroleum	
10:15-11:15	Comment and Critique	Robert K Thomas
11:15-12:30	The Nature of Service Bureaucracies	John L. McKnight
12:30-2:00	LUNCH (and Optional Workshops)	
2:00-4:00	Industrialization and Its Impact on the Individual	Karl Hansen
4:00-5:30	Workshops	

Day III

9:00-9:40	Marx and Anti-Marxism	Peter Friedlander
9:40-11:00	The Socio-Economic and Ideological Situation at the time of Marx	David Levey
11:00-12:30	Marx: His Life and Thought	Marty Glaberman
12:30-2:00	LUNCH (and Optional Workshops)	
2:00-4:15	The Trade Union Movement in England	Arthur Scargill
4:15-6:00	Workshops	

Day IV

9:00-10:15	The Trade Union Movement in The United States	Oscar Paskal
10:45-12:15	Workshops	
12:15-1:45	LUNCH	
1:45-4:15	The 1930's and '40's: The Detroit Work Experience	
4:15-6:00	Workshop	

The Conference Course

Collective Bargaining Simulation
Spring 1979

This conference course has been extremely popular with the students. Faculty and staff are working to develop a grievance procedure simulation course which might be used with the work and labor quarter, as a conference.

Table of Contents of the Conference Course Reader (105 pages)

Clark Kerr,	"The Nature of Industrial Conflict"
Derek Bok and John Dunlop	"Collective Bargaining in the United States" "The Impact of Collective Bargaining on Productivity" "Collective Bargaining and Inflation" "Bargaining and the Law"
Michael Granof	"How to Cost Your Labor Contract" "Collective Bargaining: Lining Up the Facts"
John Zalusky	"Cost of living Clauses: Inflation Fighters" "What's Your Pay Check Worth ?" "Cautions on Costing Proposals" "Reading Company Financial Statements" "Collective Bargaining Golas" "At the Table" "A Partial Checklist"
UAW Education Department	"Bargaining Techniques: Some Makes and Breaks" "Management Strategy and Tactics and Union Responses"
AFL-CIO Labor Studies Center	"The Caucus - An Important Bargaining Tool"
Richard Bohan	"Collective Bargaining Simulation"

Sessions of the Conference Course

9:00	Welcome and Introduction	Hal Stack
9:30	The Future of Collective Bargaining	Irving Bluestone VP-UAW
11:00	Workshop	
12:00	Lunch	
1:00	Collective Bargaining Seminars	
	General Economics	Lydia Fischer
	Researching the Company	Bruce DeCastro
	Econmics of the Agreement	George Schwartz
	Costing the Agreement	Eugene Loren
	Public Sector Bargaining and the Law	James Martin

Conference Sessions (Continued)

2:30	Break	
2:45	Same Sessions as at 1:00PM students switch to the ones they have not taken	
4:15	Workshops	

Second day

9:30	Introduction	Hal Stack
10:00	Collective Bargaining Seminars	
	Economics of An Agreement	
	Researching the Company	
	Research Tools and Techniques	
	Collective Bargaining and Technological Change	
11:30	Workshops	
12:30	Lunch	
1:30	Bargaining Team Caucuses	
3:00	First Bargaining Session	
4:00	Workshops	

Third Day

9:30	Collective Bargaining: Films and Commentary
10:30	Bargaining Team Caucuses and Bargaining Sessions
12:00	Lunch
1:00	Bargaining Team Caucuses and Bargaining Sessions
4:30	Workshops

Fourth Day

9:30	BargainingTeam Caucuses and Bargaining Sessions
11:30	Bargaining Deadline
12:15	Lunch
1:30	Analysis of Bargaining Results
3:30	Workshops

The Conference Course

Health, Medicine and Society
Winter 1976

Day I

9:30-12:30	What Price Health	Film
	Health in America	Pat Kileen
	Workshops	
1:30-6:00	Mental Health	Mel Ravitz
	Substance Abuse	Al Snider
	Workshops	

Day II

9:30-12:30	Health and the Worker	Frank Mirer
	Health and the Individual	Dolores Katz
	Workshops	
1:30-6:00	Ethical Issues in Medicine	Walter Markowicz
	Legal Issues in Medicine	Bettye Elkins

Day III

9:30-12:30	The American Health Care System	Ken Tannenbaum
	Workshop Sessions	Rick Kunis
1:30-6:00	Away With All Pests	Film
	Comparative Health Systems	Ted Goldberg

Day IV

9:30-12:30	Health Care Alternatives for America	John Conyers
	Panel Discussion	John Moses
	Workshops	Bob Shorr
1:30-6:00	Student Planning and Policy Groups	
	Plenary Session	

Readings Life and Death and Medicine
"Where Does It Hurt" New Leader

Electives, Upper Division, and Two plus Two

We would like to present a short descriptive statement concerning labor studies electives offered in the winter and spring quarters of 1979. This list should give the reader an idea of the interest of the students and the manner in which US/WC Labor Model is able to respond. As this module increases in size and as more students move into humanities, science and technology, and the upper division, these offerings will touch a wider area of interest.

Winter Quarter

Collective Bargaining: This seminar will examine the legal, economic, social and psychological dimensions of the collective bargaining process. Monday 5:30-8:50 PM UAW Region 1A

The Economics of Collective Bargaining: This seminar will examine the economic setting in which bargaining is conducted, the economics of collective bargaining agreements, and contemporary issues in collective bargaining. Mondays 5:00-8:20 pm Detroit Business Institute

Labor Relations: This seminar will examine labor-management relations with an emphasis on collective bargaining, and the historical, legal, and structural factors that influence labor relations behavior.
Monday 5:00-8:20 PM Sterling Heights Tuesday 6:00-9:20 St. Clair Shores
Thursday 5:00-8:20 PM Wayne

Labor Law: This seminar will examine the major federal and state laws and court decisions as they affect the evolution of public policy in the field of labor relations. Wed 9:00am-12:00 WSU.

Union Organization and Administration: This seminar will examine union organization and structure, concepts of union government, and the relationship between labor and the community.
Wednesday, 5:30-8:50 PM UAW Region 1A

Quality of Work Life : Problems and Prospects: Experiments around the world to increase worker participation, satisfaction and productivity with national and international leaders in this area.
Special Sessions McGregor Conference Center and WSU

Spring 1979

The following courses were offered again: Labor Law, Labor Relations, Union Organization and Administration. The new courses added were:

Quality of Work Life - Automation and Workers : This seminar will examine the implications of the introduction of new technology for workers and the labor movement. Topics to be covered include: scientific management and the reorganization of production, numerical machine tools, the computerized factory, the elimination of skill and the future of work. Tuesday 6:00-9:20 PM WSU.

Labor Problems: This seminar will explore a wide range of contemporary labor problems including equal employment opportunity laws, affirmative action/seniority disputes, pension rights, fair labor standards, no strike clauses, arbitration and grievance procedures.

Sterling Heights - Tuesday 5:30-8:50pm :Wayne - Thursday 5:30-8:50pm; WSU - Tuesday 6:00-9:20 pm.

Labor Law and Collective Bargaining: This seminar will examine a number of issues in labor law as well as collective bargaining process and arbitration. St. Clair Shores - Monday 6:00-9:20pm.

Upper Division

The upper division courses are especially suited for content related to labor. A number of senior essays on labor themes have already been written - history of the IBEW, history of some UAW locals, essays on various elements of the collective bargaining process. As more labor students enter the upper division faculty with expertise in this area would be in valuable. The Walter Reuther Archives provide an extremely valuable resource for senior essays related to labor history or historical research. The development of a labor research unit involving faculty with this interest and students doing their senior essays could be easily arranged.

The theory and method course is similarly open to labor input. Both Senior Essay and the theory and method courses can be related to the elective taken during these two years to make a very powerful educational experience.

Two Plus Two

In the earlier pages of this section we have shown how US/WC developed a two plus two model with Macomb County Community College, this should serve as a general model for other such arrangements which have either been made or are in the works. It offers an ideal collaboration between the US/WC model, the Community Colleges, and traditional non-credit labor studies programs.

A new concept which has developed in the last year is the 3(2+1) + 2(3) = BGS model. The concept means that in the first three years the community college offers two of the three quarters and the university offers one quarter each year. The staffs of these quarters collaborate in the planning of the curriculum and students are in both the community college and the university during each of the first three years of their college experience. This is important for the formation of a group among the students and real programmatic continuity between community college and university. The two upper divisional years would be taken at the university but community college personnel would be involved in both the planning and teaching process.

This approach should be of interest to those seeing the relation between university, college, and community college, as critical in weathering the demographic and fiscal changes of the next twenty years. It is particularly relevant in the area of labor studies and labor programs as the unions have made a major effort to get such programs into the community colleges and the linkage to four year institutions is still most awkward in many parts of the country. It also opens an arena for collaboration with the labor studies experts in the non credit-labor programs in our major universities who have been the leaders in making higher education responsive to the needs of the labor movement.

Some other points are worth mentioning at this time, though they are discussed in depth in the section on the workers' sabbatical:

(1) The development of a curriculum which is of interest to workers and of a delivery system that allows them to take advantage of the curriculum will allow those workers covered by tuition rebates to take advantage of them and will introduce such benefits as parts of the contractual package for those workers not yet enjoying them. The extension of these benefits to family benefits (like health etc) and to paid educational leaves would not be far off.

(2) Instructors working with this group of students gain an incredible amount of knowledge about the world of work and workers. Given resources for research in relation to these programs, there would be a great increase in understanding this critical sector of our society.

(3) The great changes occuring in the world of work actually require these types of programs and the sanction they give to organized thought about problems that are often basically answered without the benefit of such a process. Quality of Work Life issues, introduction of technologies, changes in career or work, can all be helped by the time and place which education provides.

An Educational Model for a Prison Setting

This paper describes the evolution over a three-year period of a General Studies Degree program for the inmates at the State Prison of Southern Michigan (SPSM), Jackson initiated in the Fall of 1974 through the Weekend College, a subdivision of the College of Lifelong Learning of Wayne State University. A clear perspective on the difficulties in creating a genuine learning situation requires that the physical environment, the institutional structure and objectives, and the dynamics of various kinds of interpersonal relationships involving the student be first briefly explored. The perspective unfolded here draws not only from the authors' own experiences in the prison setting, albeit in markedly different roles, but also from the reflections of several students enrolled in the program who have lived the experience, become critically aware of its shortcomings, and have in the course of the educational process articulated their views in writing (6-9, 12-16).

A. The Prison

1) Inside the Prison

The physical plant and the institutional structure have been summarized by Jansson (12) and Johnson (13). The prison complex is subdivided on the basis of security classification into three sections. The central complex covering fifty-seven acres is enclosed within walls and manned by armed guards. It has the dubious distinction of being the largest structure of its type in the world and houses the maximum security prisoners, mostly those people doing six years or more. The north complex, constructed in 1978 and also patrolled by armed guards, is considered medium security and houses men considered less of a security risk than those in the central complex.

The Trusty Division is enclosed in a single unmanned fence and is designated minimum security (men with four years or less) along with five additional farm barracks scattered around the area. As of June, 1976, this single complex alone contains about 5500 men, which represent roughly half of the prison population of the state, over 75% of whom were housed in the maximum security area before the construction of the north complex.

An Office of Health Care report from the State of Michigan (21) describes a typical cell block as follows:

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* Written by Andre Furtado and Donald Johnson, US/WC.

> On each side of the . . . building is a row of cells. . . . There are 52 cells on each side. On top of the first row there is another row of cells; then another and another and another. From the floor to the 50-foot ceiling there is nothing but cell upon cell upon cell much resembling a pet shop where bird cages are stacked one upon another for the purpose of conserving space.

There are hardly any trees in the courtyards inside the central complex. Even as a part-time visitor, one's senses are hard pressed to cope with the monotony of the physical environment.

ii) Statistics on the Prison Population

Approximately 60% of the prison population is black. Crimes against persons (robbery, rape, murder, etc.) and property constitute about 60% and 25% of all offenses, respectively. The rest may be generally lumped as victimless crimes. Less than 5% have some college experience while 26% have less than an eighth-grade education. About 50% of the inmates are single and over half of them are in the age bracket between 25 and 34 years. About 25% are adjudged to be severely addicted to drug use (17). About 17% are diagnosed to suffer from either a mental or emotional disorder and an equal number are judged to be mentally deficient or institutionalized.

iii) Prison Routine

Herr (8), Holliday (9), Jansson (12), and Johnson (13) have each unfolded some aspects of daily life at Jackson which reveal the prison to be a city in microcosm. The inmates are required to work five days a week from about 8:00 a.m. to 3:30 p.m. Most are assigned to jobs that involve the upkeep of the institution and include kitchen labor, sanitation, hospital aides, janitorial work, clerical work, barbers, and laundry help. Minimum security inmates are also employed on farms and in the forestry and fire departments at the prison (12). The pay ranges from 45 cents to $1.20 per day, but is somewhat higher ($1.00 to $6.00 per day) for about 25% of the men who work in the prison industries (textile, garment, and shoe factories and a metal stamping plant) that support the prison economy. This income must suffice for buying any additional comforts that are available in the general store beyond the dull food and uniforms provided by the institution (unless the men are fortunate enough to receive supporting contributions from relatives). Indeed, the craving to obtain such comforts, including drugs, alcohol, etc., to alleviate the harshness of prison life results in thefts, violence, homosexual prostitution, drug trafficking, etc. within the prison population that in fact enhances its harshness.

iv) Custody

The prison establishment views its relationship with the inmates primarily as a matter of custody, i.e., the protection of society from the inmate for the duration of his sentence and the maintenance of good order in the institution at all times. Over 500 guards, mostly lower middle class whites from a rural background (few with more than a high school education), are, after eight weeks of "training", involved in the surveillance of a population that contains a large percentage of urban blacks. The potential for personality conflicts and confrontations is ever present.

George Jackson (11) vividly but accurately portrays the interpersonal dynamics in a prison environment as follows:

> . . . you couldn't count the personality conflicts between cop and cop, cop and con, con and con (usually fomented by some cop or some unnecessarily harsh living condition). You couldn't count these conflicts with an IBM. And I mean the ones that transpire openly in, say, one hour's time. To be certain that you dig what I'm saying, I'll admit that most of the people who come here are genuinely sick in one way or another. . . . Those who aren't so upon their arrival will surely be when they leave.

v) Prison as a Punishment

On the experience of being incarcerated, Holliday (9) writes:

> To describe what it means to be a prisoner, how it feels to be confined, is impossible for one who has not experienced it. The psychological state of complete passivity and dependence on the decisions of guards and officers must be included among the pains of imprisonment, along with the restriction of physical liberty, the possession of goods and services, and heterosexual relations. The frustration of the prisoner's ability to make choices and the frequent refusals to provide an explanation for the reguiation and commands descending from the bureaucratic staff, involve a . . . threat to the prisoner's self-image and reduces the prisoner to a weak, helpless, dependent status of childhood. The imprisoned criminal finds his picture of himself as a self-determining individual being destroyed by the regime of the custodians.

Another student incarcerated for over 20 years adds:

> Prison normally lacks all that is most valuable to a man--love, loyalty, and manly pride. First the man is forced to conform, and soon he finds it easier to let others make his decisions than to make them himself. A man's skills are wasted, and his interests narrow to one or two undemanding pastimes, like watching television, playing cards, or reading novels--

> usually light fiction, sex, and murder mysteries. Life loses its wonder. Some men shuffle as if they were trying to hide holes in their shoes (7).

vi) Treatment (Resident Services)

The professed commitment of the Corrections system to the rehabilitation of the inmates is exercised through the Treatment or Resident Services Department. The various activities have been summarized by Jansson (12) and Holliday (9).

a) Vocational and Recreational Activities

The vocational school offers courses in Welding, Carpentry, Drafting, Machine Shop, Masonry, Typewriter Repair, Electricity, and Electronics. Those in minimum security can enroll in the vocational education classes of nearby Jackson Community College. An offset print shop and a hobbycraft program complete the trade offerings. The Recreation and Athletics Department allows the inmates to participate in organized athletics. A selected few can exercise their musical talents through the Music Department. A newspaper reflecting the censored views of interested inmates is published once a week.

b) Medical and Mental Health Services

The prison contains an infirmary with a full-time staff of nurses and a few doctors. There is only one full-time dentist. A Psychological Services Unit is used for psychological testing of every inmate who enters the prison system. Other services include Crisis Intervention, Individual and Group Counselling and Psychotherapy, and psychological evaluations for the parole board. The Clinical Services Unit consists of a 60-bed Psychiatric Clinic.

c) Education

Educational facilities are available from the first grade of high school through the fourth year of college. Jackson Community College offers two-year Associate's Degrees in Arts, General Studies, and Applied Arts and Sciences. About the high school program, Holliday (9) writes:

> Education at the high school level is a farce. The administrators are only concerned with favorable statistics. They are more concerned with having a high head-count which will be used by the legislature in determining the amount of money to appropriate for prison education each year and with turning out huge graduation classes each year. Once upon a time inmates were used as teachers.

Prison officials and employees have been involved as teachers in the two-year college program.

About the motivation to attend school in prison, a former editor of the prison newspaper writes:

> In prison, the main incentive for attending school is to impress the Parole Board with one's self improvement efforts, or for many military veterans, to receive monthly educational assistance benefits (8).

A few enroll in school to get away from unpopular assignments like the kitchen, laundry, and industries.

d) Coercive Aspects of Treatment

The treatment activities prescribed vary from inmate to inmate, but are closely tied to the battery of tests that an inmate must take as he first enters the prison environment. As parole considerations are tied to participation in prescribed treatment, the pressure to cooperate is considerable, as the following observation suggests:

> Because many prisoners are classified as schizo or manics, they are placed on drugs. Prisoners are given medication or drugs to suppress their so-called violent behavior. But it is never mentioned that these prisoners refuse to participate in their own dehumanization and demoralization. . . . With the threat of a disciplinary report, prisoners rarely refuse medication. Prison officials . . . justify the use of drugs (because) it helps prisoners to respond to authority. . . . The very opposite happens (15).

e) Criticism of the Counseling Process

In all the written work submitted to the Weekend College on the prison experience, the most vehement, yet rational, indictment has been reserved for the counseling function in treatment (6, 7. 14, 15, 16) and is best summarized in the following quote:

> From my point of view, the entire counseling-treatment program is a game, the rules of which I must try to learn in order to placate the prison officials and manipulate the parole board at my parole hearing. I have to serve my time, but in addition, I must also prove that the counselor has been successful and that I am rehabilitated and ready for parole (14).

The prescribed duties of a counselor are heavily concentrated in institutional accounting on the inmate's behalf (handling money transfers, grievances, classification of inmates, supervision of prison guards in housing units, writing parole eligibility reports, processing sundry inmate requests). Furthermore, there is only one counselor for every 200 inmates, and only two of the total of about 20 counselors, many of whom were former guards or teachers, are available for individual counseling for the entire prison population (6). Even a competent counselor who can rise above the morass of this paperwork must face the dilemma of being responsible not only for maintaining the confidentiality of the counseling relationships, but also for evaluating the counselee for parole. Unless these conflicting functions are separated, the counseling process cannot have any significant therapeutic value.

vii) Recidivism: Relationship to Employment

The fact that over 50% of the men return to prison after release, usually within two years, suggests that the treatment program alone is not sufficient for successful reintegration into society. The majority of the men have no one to turn to upon release. Most of them leave the prison with less than $100 in their pocket (8). According to the Committee on Corrections Reports of the Stateof Michigan (3):

> Unemployment was a major factor contributing to new violations of the . . . law by former inmates . . . . Work assignments in prison are not significantly related to a later employment status except for those who had worked in skilled maintenance jobs in the prison. (A Michigan Department of Corrections training study showed that only one person in seven was eventually employed in a job related to his institutional training.) Most of the first post release employment was obtained through the help of the offender's family, friends, and former employees. . . . The median stay on the first job was four months.

James (15), suggests that most of those who have been imprisoned for crimes of personal gain have ruled out work as a less attractive alternative to crime.

> Once this attitude toward work as being unattractive occurs, crime becomes not crime, but a way of life just as the routine of work is termed a way of life. Suddenly the world is full of "chumps" and nothing is wrong with crime until you get caught.

In summary, the treatment program at the prison is structured principally to modify the outward behavior of the prisoner while at Jackson with little emphasis on building a bridge for the inmate to the outside world or in attempting to reach the inner man. If the Department of Corrections budget is any indication of its priorities (less than 10% is spent on treatment, and even this fraction may involve custodial salaries) treatment must surely rank low.

B. The Parent B.G.S. Degree Program at the Weekend College at WSU

In this oppressive setting, the monumental challenge of creating a true learning experience was undertaken. The structural framework for the experience came from the four-year Bachelor of General Studies degree program at the Weekend College at Wayne State University, engagingly described in a booklet, "To Educate the People," by its founder, Otto Feinstein, and Frank Angelo, a Detroit newspaper editor (4). The innovations that separate this program either from the modern disciplinary American university experience or the motley assortment of courses constituting much of the adult education fare in the past are summarized elsewhere in this book.

C. The Weekend College Program at Jackson

In the fall of 1974, two faculty members and a counselor from the Weekend College in Detroit embarked on an application of this educational philosophy to an initial group of 30 students at the State Prison at Jackson, 90 miles away. The first and perhaps most enduring obstacle in our path was that most of the students had already acquired an associate's degree that included about two years of humanities and social science academic credits primarily from community colleges operating within the prison environment in a more traditional educational context which exacerbated the difficulty in integrating these particular subject areas for our students, as we perceived. Politically, the climate was not right for offering a separate four-year degree program for students with a high school background with a two-year community college program already in residence. Consequently the students were required to enroll for 12 credits in the Science and Discovery quarter of the Science and Technology year. In addition, they were enrolled in the first of a sequence of urban humanities workshops.

i) The Urban Humanities Experiment

The educational experiment undertaken in the humanities at Jackson has been described in detail by House and Thornton (10). In brief, the traditional methodology of "banking" information was rejected because it was felt that the notion of the prison student as a passive recipient of knowledge from an expert would reaffirm the definition forced upon them by the prison structure. The approach used may come within the purview of what Bails (1) calls the existentialist paradigm.

> The teacher must become a learner and the learner must become a teacher. The student must accept a responsibility for his own learning (ends and means) that is alien to most traditional classrooms. To achieve that degree of student responsibility usually requires the teacher to relinquish the kind of control over the group that traditionally he has been taught is his responsibility.

House and Thornton (10) add:

> After several weeks of interaction, certain common concerns emerged within the group. Generalized, they were: the relation

of men and women; the political structure of the U.S.; strategies and policies of oppression in the U.S.; the meaning, usefulness, value of higher education; race and identity; the function of culture; philosophical questions concerning criminality, morality and justice. (Obviously all of these areas had direct, immediate bearing on the men's lives.)

ii) The Science and Discovery Quarter

The Science and Discovery courses taught by one of the authors focused on a Newtonian view of natural phenomena. Most of the workshop was involved in attempting to teach some basic concepts in physics (Newton's Laws, Laws of Thermodynamics, etc.) and chemistry (the periodic table, molecular structure, etc.) and acquainting the students with the language of these disciplines in order that the television course could be more easily understood. Some work was also accomplished in illustrating the use of graphs in representing numerical data and the use of algebra in problem solving. The conference course focused on local, national, and international environmental damage due to power plant production.

It became painfully clear that for many students, and black students in particular, there were two fundamental barriers that had to be overcome in the learning of scientific concepts. Firstly, the motivation to learn could not come unless it was addressed to their experience, work aspirations, and world view in general, far removed from the "science" culture of C. P. Snow (20) and, secondly, the process and language used in transmitting these concepts had to involve the gestalt of the teacher and the students in a dynamic personal flow. The stand-up lecture using the established language of science and focusing only on intellectual development within the particular discipline examined could not succeed as an introductory teaching paradigm.

As scientific experiments could not be performed in the classroom for security reasons, the challenge of developing a certain mental rigor in looking at scientific phenomena was approached by weaving imaginative scenarios within the realm of student experiences using simple language without mathematics where possible, and using homework problems couched in somewhat more traditional language to test whether the methodology had indeed been internalized. This was a new demanding experience for the entire student body that was different from the experiences of regurgitating factual data or a good rap session. This experience was no doubt facilitated by the smallness of the program. It is very doubtful that the personal attention needed by the students could be obtained with class sizes above 15 students.

iii) Teaching Processes and Student Responses

The existentialist teaching paradigm used in Urban Humanities was not ripe for use in the science workshop because it was necessary for the teacher to assume the responsibility for developing the students' vocabulary in science before the student could critically investigate areas of interest to him. Many students realized this but nevertheless felt a tension between trying to force themselves to think about what they wanted to do in Urban Humanities and coping with the initial structured intensity and alien vocabulary of the science courses. This interfered in their participation in both areas. In retrospect, it might have been more productive if students were involved in a dialogue to make them internally aware of the pervasive use of quantitative analysis in this culture.

The students were able to better cope with the conflicts during the subsequent quarter when bioethics (team taught with faculty from both science and the humanities) was chosen as the subject for the science workshop, primarily because it gave the students a chance to articulate their values in classroom discussion which were very stimulating. Many, however, floundered when required to recapitulate the class discussion in writing or to make oral presentations representing their position on a bioethical issue. Part of the problem arose because the students were trying to speak and write in a style that they were unaccustomed to. Students were then asked to write and make oral presentations in their own vernacular. There was considerable improvement in content, but organization and flow were still lacking in most cases. The deficiencies of each of the papers and presentations were discussed with repect to these two factors, the rationale being that once the student is able to "tighten his shit" within his most basic framework of expression, it would be easier for him to proceed to the next stage of organizing his thinking in the medium of standard English.

iv) Perspectives on Skill Building

Although the main goals of the Science and Technology year as developed in Detroit were practical, civic, and cultural science literacy (18), the additional objective of introducing the students to the use of mathematics in problem solving was sought by one of these authors as part of a plan to equip the student with a portfolio of marketable skills in a variety of areas that would be useful either in securing a job or in pursuing graduate work in his area of interest upon release.

The exercise of this objective was controversial among the staff, some of whom felt it violated the spirit of the degree, others who felt we might be infringing on academic domains outside the Weekend College even though the structure and process in such skill building was not even remotely similar to that used in academic and professional departments in Detroit, and the students who perceived that they were being trained to be professionals in an area that was not necessarily commensurate with their talents.

Such fears were expressed by the second group of students to be enrolled in a course on "Computers and Society" that was taught by one of the authors in the third and last quarter of the Science and Technology year. In order to dispel the mystique of the computer, an attempt was made to explain why the binary system was important in the context of the computer and how simple arithmetic and logical operation could be performed using suitable combinations of simple real world devices such as switches, batteries, and lamps, before moving on to the idealized structure of the computer and simple programming problems. The goal of this treatment was to make the student realize internally that a computer basically does what one tells it to do and that the nature of some of the output decisions attributed to the "value free" computer may in fact reflect the bias of those in control of the input. Only then could the student acquire a deeper view of the potential of the computer for transforming the image of man.

Most of the students who dropped the course were ones who had missed at least one of the first four four-hour classes which were intensely devoted to the development of a progression of concepts in a fashion that no available text could imitate. Furthermore, their skill level in basic arithmetic manipulations was poor. They were confronted by a situation they could not cope with and became angry. There is a crying need for the development of learning materials (particularly in problem-solving courses) tailored to such students to ensure continuity when students miss crucial class time often through no fault of their own. Those who survived were delighted to use the computer terminal.

Nevertheless, the conflict between those who feel cheated if skill development in their area of interest is ignored and others who feel coerced into what they perceive as preprofessional work (not to their liking) is legitimate and can only be resolved by increasing the choice of courses, a matter of no small difficulty given that the total enrollment at any one time did not exceed one hundred students.

v) Problem Solving

The relative difficulty in transmitting problem-solving skills through the sciences, even for those who were eager to acquire them, can be attributed to two main causes: the inability of many students to transform problems described in words into the mathematical equivalent necessary for its solution and a lack of knowledge of elementary mathematical operations. Lack of student familiarity with the language and content of the sciences, however practical the problem, did not help the situation. Some of the students had for one reason or another escaped internalizing arithmetic operations as juveniles in high school in the outside world, and although they may have gone through the high school in prison, as questioning adults they now found it more difficult to adapt to a standard high school text.

This may best be illustrated by the following actual classroom dialogue with a student who wrote articulately in other areas of the curriculum.

X "I don't know how to calculate 2/5 of $20,000."

Y "OK, if ten apples cost $200, how much do five apples cost?"

X "$100."

Y "How did you get that?"

X "I don't know."

Y "You obviously used some information in the statement I made to get the answer."

X "I used the three numbers, 10, 200, and 5.

Y "Did you have any idea what you did with the number?"

X "Yes, I guess I divided 5 by 10 and multiplied it by 200, but I don't know why I did it and what it means."

In another case a student asked "Why is it 360 degrees to go around a circle once? One must constantly stress the distinction between convention and deductive reasoning in the study of mathematics if the adult students are to grow out of the "give me the formula and I'll solve the problem" syndrome. Thus, the need for very sophisticated teaching skills in mathematics is clear. Whether it can be easily met by part-time moonlighters or well meaning student volunteers who may be more tempted to assume the authority to dispense the "correct" recipes is open to question.

vi) The Advanced Studies Curriculum

The Advances Studies year was structured to prepare the student for the unfamiliar task of researching, organizing, and writing his Senior Thesis. In addition, students were allowed to experiment with preprofessional courses in a variety of areas through the electives if at lease ten students indicated an interest in a particular offering. Popular choices included statistics, small business management, occupational counseling, the structure and behavior of complex organizations, etc. An imaginative elective, "The Marketing of Human Potential," designed by a well-connected high official of a nearby university and concentrating on training the students to recognize and emphasize their strengths both on paper through resume writing and in interviews in order to enhance their job marketability, was very well received by the majority of the students. Some highly motivated or talented students were allowed to do directed studies in such areas as calculus and evolution. All were required to take courses in thesis preparation at the start of the year.

A seminar course containing all the advanced studies students was helpful in serving as the focal point for evaluating their individual progress, for bouncing ideas off each other, and for the exchange of resource materials needed for their work. In addition, some students had the privilege of a separate advisor if a suitable part-time person could be found to work with them. Some excellent thesis work has been produced as a successful result of such an arrangement (16, 19) in no small measure due to the patience and talent of the advisors and to the receptiveness of the students to learning in a one-to-one relationship. Often the advisors took on the additional burden of bringing the most pertinent resource materials to the student.

A few students chose to examine some aspect of prison life or the criminal justice system as the main theme of their thesis work. As a collection, they provide valuable insights into the prison system. Others chose more creative paths such as poetry, art, and music performance.

vii) Evolution of the Introductory Theory and Method Quarter

A preliminary sampling of student attitudes about the program two years after its initiation indicated that they felt the B.G.S. Degree was inadequate. This was confirmed in a later survey (13). They believed that the B.A. degree would have greater legitimacy for them in the outside world. On closer scrutiny, it was found that they viewed the degree as an end product reward for having survived the educational bureaucracy, a perception that was ingrained through their previous experiences. In essence they were there to "get an education" instead of "being educated".

Student difficulties with the nature of the educational process, their deficiencies in mathematics and writing skills, their lack of access to vitally needed academic and occupational counseling, and their general paranoia about being used, laid the foundation for an adjustment in the curriculum where all incoming students would take three workshop courses focusing on mathematics, writing, and an interdisciplinary course labeled "Education for the Future," respectively, as the introductory Theory and Method package.

The course on "Education for the Future" was found to be pivotal in fostering positive student attitudes towards themselves and towards the program. In the first workshop meeting of the second version of the course, the students were introduced to the detailed structure of the program and the criteria for the transferability of their previous college experience into the program and the transferability of the degree to other academic areas of interest. After the suspicions were somewhat alayed, they were assigned the following set of readings in sequence for class discussion by one of the authors.

1) The Eco-spasm Report by Alvin Toffler (Bantam Books, NY, 1975)
2) Learning for the Future by Alvin Toffler (Random House, NY, 1974)
3) Two Cultures and A Second Look by C. P. Snow (Cambridge University Press, 1974)
4) "Educating for Survival" by Ernest Boyer and Martin Kaplan, Change, March 1977, p. 22
5) Education as Cultural Imperialism by Martin Carnoy (David McKay, New York, 1974)

The first booklet painted some terrifying scenarios for the future. The shock value of the reading, however, was beneficial as it forced the students to recognize the realities of global interdependence, the possibility of a nuclear holocaust, and the need for genuine non-threatening communication between people of various cultures. In the second anthology, Toffler required the students to understand that the nature of education in any society springs from some image of the future and that an important component of this image was the need to be educated to cope with continuing change.

Thus, students had to confront the contradiction between the static images of themselves in the future and the accelerating transformations that they imagined would occur in the world around them. The statement by Snow was useful in that it indicated that there were serious communication problems among highly educated people in the western world. Next a key discussion was initiated on the concept of a core curriculum that Boyer and Toffler independently felt was necessary for social survival. In an attempt to get each student to define the basis on which the core curriculum would be built, the class acknowledged after considerable discussion that one needed to find the best harmony between one's relationship to oneself, to one's fellow men, and to nature in the quest for survival, but that this place of being would be different for each person in the group. Out of this discussion sprang an awareness that one had to evaluate one's choice of work or profession not merely in terms of one's skill and talent, but in terms of the way that relationships and the environment that have to do with one's work situation would affect one's being. For many students this was a profound insight into life planning. Next, Carnoy's scholarly document made the students understand that the educational process is rarely authentic and that it can be structured to produce a colonization of the mind or to perpetuate a social hierarchy, using the British influence in India and Africa and the education of American blacks as telling examples. In essence, the course enabled the students to refine their articulation of the educational goals that would be meaningful to them and to develop a clearer perception of the implications of their choices in the future.

Although the skills courses were appropriately placed in the beginning of the program, the wide disparity in math skills, only slightly alleviated by splitting the student group into two, based on scores on a sample quiz, could not yet be tackled in a single four-hour workshop once a week. The key elements necessary for success, sophisticated individualized help, and relevant written materials, still remain wanting.

viii) Evolution of the TV Course

The language and style of the television course in the Science year was not one to endear itself to the students strictly on its own. An additional two-hour tutorial on the subject once a week proved to be fruitful in improving their learning. Security rules at the prison required the University to employ both a guard and a monitor if the students were watching the course in the absence of an instructor. Instead, the television course was later transformed into a four-hour workshop course once a week where an instructor used selected television programs in the series that were of interest to the students as the core around which the learning and class discussions revolved. A later survey (13) showed that students were strongly in favor of this arrangement and appreciated the use of TV as an educational tool in this context.

ix) Evolution of the Conference Course

The conference course proved to be the most difficult of all to implement at the prison. Initially, audio and video tapes of the conferences conducted in Detroit were replayed at the prison in the following week with additional discussions. The students, however, did not have a sense of being there as active participants. The next phase involved the scheduling of conferences at the prison using some of the speakers, chiefly from our own college, who had spoken in Detroit. This required that the minimum and maximum security students be grouped together in a conference room designated for maximum security use. Thus, the movement of the minimum security (trusty) students had to be carefully orchestrated well ahead of time with special permission from custody. This operation rarely went without a hitch, leaving the trusty students, the speakers who drove in from Detroit, and the faculty utterly frustrated to experience such chaos after a month of careful planning. The third version of the course relied on conducting separate conferences by rotating speakers and films between the two locations. Again, this proved disconcerting for speakers who had to make two presentations back-to-back. Finally, the conference course was converted to a workshop course with an assigned instructor for the entire quarter who was encouraged to bring in films and guest speakers.

x) The Students

a) Statistics

A random survey of student attributes and attitudes by Johnson (13) established that most of the students were single, over 26 years of age, from urban communities, and were earning less than $11,000 per year before their arrest. Although about 40% felt a political affiliation to the Democratic Party, most of the rest did not associate themselves with any major political party. These data are summarized in Table I.

b) Motivations

When questioned on their educational goals, WSU students listed upward mobility as their main concern followed by skills and an interest in learning. Interestingly, none of the students viewed their involvement with the program to be principally dictated by its potential value in obtaining parole, in contrast to the views cited earlier by Herr (8) in referring to the motivations of the entire student population, including those in the high school and the community college programs. To be sure, there were some who entered the WSU program with the latter view, but perhaps the nature of the educational process, the restricted size of the classes, and the opportunity for frank discussion in the classroom changed their outlook.

c) The Student Forum

Perhaps the most heartening result of the program was the students' desire to play a responsible role in their educational development. Students elected representatives whom they met with in a forum once a week to discuss problems relating to the program, possible curriculum changes to better suit their needs and ways to exchange educational resources efficiently. It was clear that they took this responsibility seriously and did in no way attempt to manipulate the situation to facilitate their own standing with respect to parole. Their finest hour arrived when Rep. Jeff Padden, the Chairman of the Corrections Committee in the Michigan House of Representatives, met with student representatives to evaluate whether the program should continue to be funded. A bill was passed to ensure stable funding of the program.

d) The Faculty

About the interaction between students and WSU faculty, Johnson (13) writes:

> They interact with instructors from places as far away as South Africa and are exposed to a great diversity of socioeconomic and political views of the world. They are also challenged with political and cultural ideologies that occupy opposing positions from their own, all of which broadens their image of themselves and the world. The atmosphere is very stimulating and healthy. Quite often personal relationships and alliances develop between prisoners and instructors which translates into real rewarding learning experiences.

A majority of the instructors were rated either good or excellent; none were rated poor. Part of the credit for this happy situation must go to the student representatives who were involved in the interviewing and decision making in the hiring of part-time faculty. They were observed to approach this task with enthusiasm, sincerity, and a concern for finding a quality teacher. In one particular case when they had made a marginal decision (from the unspoken viewpoint of these authors), they were called into question by the entire student body in no uncertain terms. However, the turnover in the part-time faculty was not conducive to the sustenance of a stable focused educational experience and accurately reflected the students' perception of an unorganized staff. The problem was further compounded by the fact that the total full-time staff involved in teaching, administration of the program, and student services at Jackson fluctuated between one and two people.

D. Problems with Education in a Prison Environment

In spite of all the effort expended in modifying the curriculum, both with respect to content and process, the experience was a very frustrating one for both students and faculty as the reader might have already gathered from the account on the evolution of the conference course. Students were often moved from one section of the prison to another or to a halfway house in the middle of the quarter, almost always without the prior knowledge of the Wayne State staff, causing serious disruption of their academic experience. Many experienced harassment by prison guards who were resentful that some inmates were going to be more educated than they were with funds provided by the state. At times, the videotapes necessary for the television courses would be barred for weeks. The decision to install a telephone outlet in the minimum security classroom assigned to WSU to permit student use of a computer terminal (achieved with great difficulty in the maximum security area) was delayed until after the course was over. Other problems included lack of adequate classroom space*, due to severe overcrowding of the facility and lack of access to educational materials** and quiet study areas.***

The absence of peer reinforcement so vital to intellectual and personal growth is also a consequence of the prison rules.

> A man cannot go to his neighbor's cell and talk or enter another cell block to talk with another prisoner without risking disciplinary action. Interaction among prisoners is prohibited unless supervised by a guard. This makes it possible to socialize only in authorized situations such as yard periods, group counseling, church, or school (13).

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* The Trusty division classroom was basically a television studio which was available only on evenings and weekends and even this privilege was threatened to be withdrawn when the blame for damaged studio equipment fell, for want of a more convenient scapegoat, on the Wayne State students.

** The library in maximum security contained mostly outdated volumes and was not generally accessible to students in the evenings. There was no library in Trusty division. The logistics of transferring books stored in one area to another with a different security classification could result in a student waiting over a week to obtain a requested volume. Frequently books had to be hand-carried by one of the authors to the students' cells.

*** In the evenings in particular, the din in a cell block is a far cry from the environment of a university library.

In the one instance, where a whole class of students came from the "honor" block where cells are unlocked most of the day and more open communication is possible, students were able to work on class assignments together, resulting in stimulating discussions that spilled into the classroom. The development in science literacy for this group as a whole was far superior in comparison to any other group taught by one of these authors. In particular, one student, who did not know how to plot a straight line graph at the beginning of this course, was within a period of two and a half years involved in sophisticated statistical analysis in a graduate program in sociology at a prestigious university.

Other complaints involving the lack of academic and occupational counseling, problems with financial aid for veterans and non-veterans alike, more diversity in the curriculum, supplies, etc., were directed at the program itself (13). These deficiencies reflect, in these days of cost effective consciousness, a reluctance to extend the centralized academic supportive services of a university to a student body of less than a hundred, located 90 miles away. A majority of the students perceived the administration of student services to be poor(13).

As unofficial learning experiences, such as tutorials, however essential they may be, do not fit easily in the funding formulas of the $/credit hour type that are used to acquire educational subsidies from the state or into the accounting schemes of the prison system for the education of the inmates, little official support for such efforts was forthcoming either from the University or from the prison administration.

Efforts to involve good students in tutoring their peers for pay caused some resentment among the students in some cases but worked well in others depending on their relationships with each other. Efforts to involve student volunteers from the University of Michigan met with strong positive reactions from some officials in the prison administration (some of the tutors were conscripted into the high school program) and strong negative reactions from others (the tutors were closely watched and reported for the slightest departure from the rules for conducting themselves with inmates). Ultimately, the lack of supervision turned some of these meetings into "rap session". Nevertheless, it was useful in debunking the myth of the "convict" among people who might be in leadership positions in the future.

E. WSU Program Assessment

As much as the educational process in the prison might increase the general awareness of the student (13), the true test is its contribution to his social and economic survival in the outside world upon release. As indicated earlier, the availability of a personal support system, social acceptance, and access to employers who are willing to hire ex-convicts are all powerful determinants of success or failure that can override even the most deep-seated positive transformation in an incarcerated person.

As of June, 1978, 39 students were graduated from the program out of a total cumulative enrollment of approximately 200. Some of these (about 20) are still in prison. Of those released that have been enrolled in the program for at least a year (about 35 students) only two are known to have returned to the prison environment.* Many of them chose to continue their studies in the Weekend College in Detroit, in no small measure because of their familiarity with and acceptance of the program at Jackson. At least three of the graduates released were enrolled in post-graduate work. Although such data appear encouraging, a long-term critical assessment is needed to examine whether the particular group of students might have survived as well without the benefit of the Weekend College program at Jackson.

Summary

The prison system is in dire need of reform it it is to be effective in the process of rehabilitation. In response to Senator Edward Kennedy's (22) statement, "I think rehabilitation approaches have failed and I have taken the blunt position that punishment is society's best deterrent", one can only reply that rehabilitation was never really attempted in the first place. To summarize this paper, careful attention should be paid to each of the following considerations if the goal of rehabilitation through education is to be successfully met.

1) Before undertaking an educational program in a prison setting it is important to obtain some insight into the real power structure in the prison bureaucracy to determine whether agreements with well meaning high prison officials are going to be honored as originally intended.

2) It is important to bargain for extended peer contact and accessibility to educational resources for students outside of class hours. Peer tutorials can work well. Their objectives can be achieved by housing all students in a single unit.

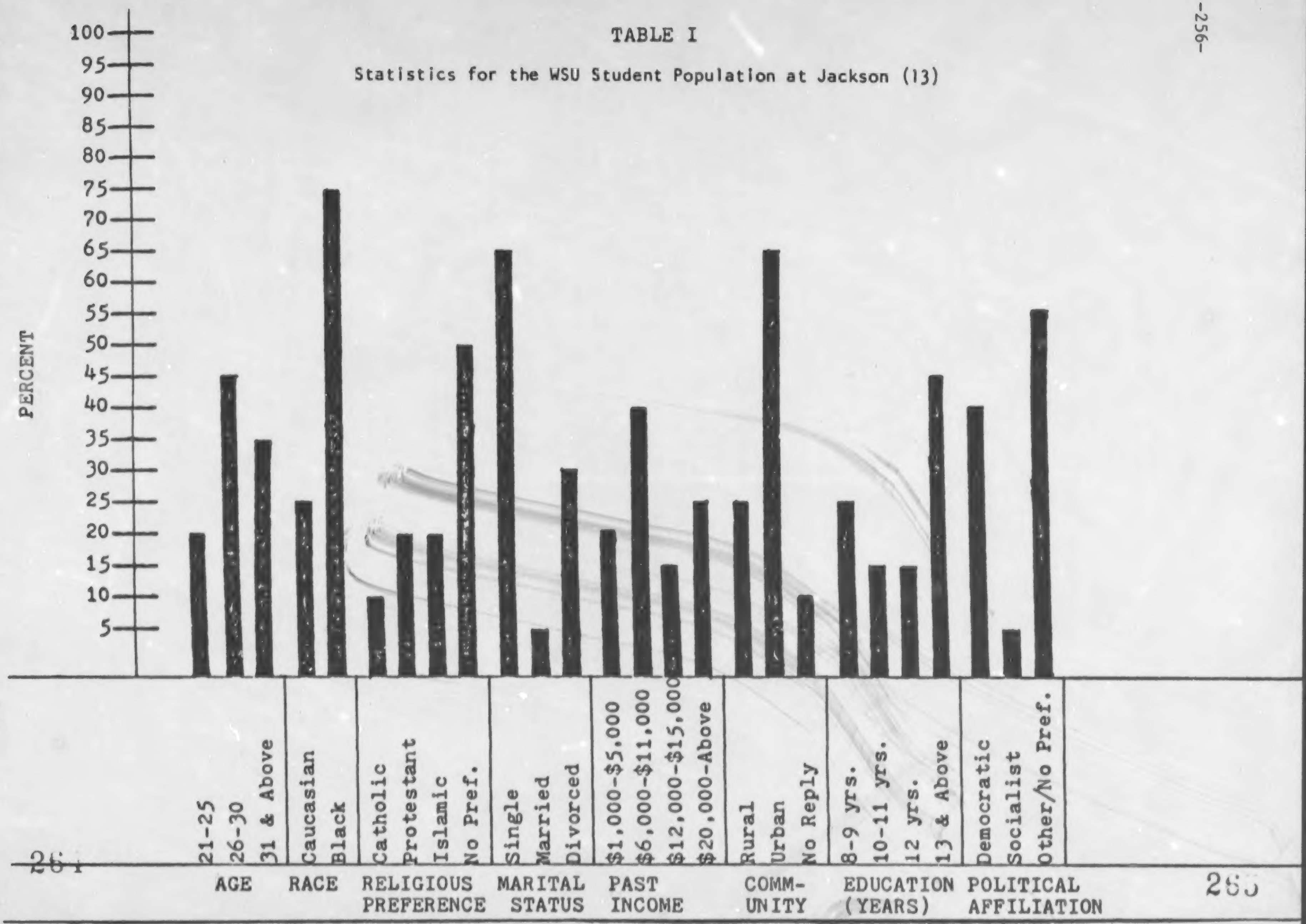
3) The program should be small (less than 150) if meaningful personal contact with the students is to be made and if the educational process is to have real impact on the students' lives outside of prison.

4) The composition of the instructional staff and the details of the curriculum should be worked out in conjunction with the students if the program is to be meaningful to them.

5) It is imperative that the educational institution involved in the program be committed to developing a support system for the inmates in the outside world if the goal of rehabilitation through education is to be met.

TABLE I

Statistics for the WSU Student Population at Jackson (13)



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Adapting Existing TV to a Course: Ethnic Studies

One of the models for adaptation which we have tried is to use one of the delivery technologies - television, with one of the curricular innovations - ethnic studies, to reach an audience of working adults in collaboration with a wide variety of educational institutions.

To test this we developed a consortium which involved most of the South East Michigan public and private universities, a number of four year colleges, nearly all community colleges, the Detroit public Schools and the State Department of Education, as well as Channel 56 - WTVS. While the project is still growing in number of participants, it has had sufficient life for it to be reported on.

The local public broadcaster - which also feeds into a state wide network provided the **broadcast** time, some production, and some funding. A number of institutions agreed to offer the course through their own course offerings at the same time and to participate in joint faculty/staff workshops. We provided the reading materials and the TV course. The following course emerged which was used at the graduate level and the under-graduate level - differentiated by a wide difference of assignments, readings, but the same TV programs. The courses also had regular discussion sections, but far less than a course would have had without the television component. It was broadcast Monday through Friday from 7:30-8:00 am and repeated at midnight.

Ethnicity in America	An introduction to the series
The Uprooted	Immigration from 1820 to 1920
The Distorted Image	Stereotypes in American Popular Graphics 1850-1922
Slavery and Slave Resistance	
Folklife	An Introduction to Folksong
Hester Street	Worker Immigrants in New York in 1920's
Long,Long Journey	Polish family to U.S. at turn of century
The New Ethnicity	What is the Ethnic Movement of the 1970's
The Immigrant	A Max Sennett Classic
Myths and Murals	Mexican myth of origin in Detroit mural
The Land	Folksongs and their origins
Charles Smith and the Fritter Tree	Recollections of an 135 year old former slave
South by Northwest	Black role in settling the West
Good Morning Blues	Evolution of an art form
Langston	The life and poetry of Langston Hughes

The Trial of Henry Flipper	First Black graduate from West Point
A Nation of Immigrants	John F. Kennedy's tribute to immigrants
Astray from Steerage	Charlie Chaplin on the immigrant experience
We Ain't What We Was	Black Experience of 350 years
Pearl Williams-Jones Soul Trio	Gospel Music and Spirituals
The Inheritance	Exploitation of ethnics and rise of unions
The Armenians	Documentary on 1919 genocide
The Union Case	A brief history of the labor movement
As American As	History and Music of Ohio River Valley
Packingtown: USA	Ethnics and organization of a union
Bill Moyers Journal 301	Racial tensions in an ethnic community
The Reel West	Western film actors discuss myth and reality of American west
The Last Wagon	Songs, philosophy, and humor of the American Cowboy
From These Roots	Artistic, social and political renaissance during roaring 20's of Afro-America
Bill Moyers Journal 304	Red Lining
To Be Irish in Boston	History of Boston Irish (around St.Pats Day)
The Age of Steel	Diego Riviera Mural in Detroit about work workers, and ethnicity
Stockyards End of An Era	100 year history- ethnics and work
A-rab Summer	Street hucksters in Baltimore
Goodnight Socrates	10 year old views destruction of community
People Just Don't Whistel No More	Recollections on American music
Who's Left in the Neighborhood	Disucssion on Government Report
Italians in Newark	Traditions, attitudes, and problems
Gomberg at 82	Elderly immigrant reviews his life
American Odyssey	American folk classics
Neighborhoods: Ukrainians	Community on Chicago west-side
Germantown Wiedergeborn	The story of a German-American village
The American Highlands	Scottish,Irish, English role in Berkshire (USA) folk culture
U.S. Policy on Ethnicity	Legislation with families and neighborhoods
Boley Oklahoma	One of the oldest Black towns in US
How the West was Really Won	Role of women in settling the West
Polish Danscenes	Milwaukee's Mazur Dancers and Polish culture

The response to this series by the students and evaluators was excellent. But the main point we wish to make here is that existing materials available for TV can be pulled together with care and turned into a first rate course, serving a variety of levels of education. This is not very easy and requires expertise in TV and the subject matter of the course, collections of readings which fit the visuals, assignments that fit the course and the readings and visuals, and time. But it is an effective and fairly low cost way of developing TV courses to reach new constituencies.

A Variety of Adaptations

During the first two years of the program we tried a number of adaptations of the model for a variety of groups. This initial experience and the experience detailed above - urban, labor and prison - have developed a methodology for making adaptations.

The groups for who adaptations were developed at the time were:

Industrial Nurses
Employees in the Court System
Matrons at the women's prison
Community Service Workers
Health Maintenance Workers
Human Services Workers - Drug Abuse Programs
Michigan Bell Telephone Employees
Realtors

Each of these groups had very special educational needs and were conscious of having these. The adaptation process involved extended meetings with either the employer or the organization of the workers with US/WC curriculum development people and academic experts in the areas to be dealt with.

In the case of the industrial nurses, we worked with a group of industrial nurses who had just finished a non-credit course on problems of drug abuse in the major Detroit industrial enterprises, and the experts who had developed these courses for them. At a later stage the top officials of their national organization were involved. We explained our model in detail; how it operated and our commitment to university level education. They then presented their needs. We then collectively developed the curriculum to meet their needs and our commitments. This participatory approach was key. They were partners and not simply clients. In the process we educated each other and since they, like all the other groups mentioned above, see the value of general education, and since we really wished to deal with their needs in the context of our program, there was little friction, but a lot of hard work. On the next page is a table which represents the program which resulted. Each individual course was ofcourse also developed in detail. In this case industrial nurses had two years of college level professional training and thus we came up with a model which would allow them to get a BGS in three years of work.

The court system employees had also been involved in a series of non-credit courses and found our model appealing. Discussions with top level court administrators in Michigan from the State Supreme Court to the County and Municipal Courts led to a curriculum which accepted each others priorities. The same was true for the six other groups.

Industrial Nurses Three Year Program for US/WC BGS Degree*

QUARTER I		QUARTER II		QUARTER III		QUARTER IV	
Ethnic Studies	TV	Work and Labor	TV	Conflict Studies	TV	Soc.Sci.	Theory & Method
Ethnic Styles & Human Health	Wksp	Industrial Organization & Human Resources	Wksp	Organizational Behavior & Human Relations	Wksp	Hum	Quality of Life
Interpersonal & Intergroup Behavior in the Industrial Setting	Conf	Occupations, Counseling and Training	Conf	Industrial Accident Prevention	Conf	Hum	Performing Arts
Systems & Discovery	TV	Ecology	TV	Science, Values & Technology	TV	S/T	Science & Future
Substance Abuse	Wksp	Organization Environment & Human Behavior	Wksp	Health & Delivery System	Wksp	Hum	Arts of Imagination
Health Conservation & Environmental Health	Conf	Health Insurance Systems & Care Resources	Conf	Techniques of Industrial Health & Health Teams	Conf	Hum	History & Criticism
Advanced Studies	Essay	Advanced Studies	Essay	Advanced Studies	Essay	Essay	Advanced Studies

* They already have completed two years of college level nurses training

First Two Years US/WC for Court System Employees

QUARTER I		QUARTER II		QUARTER III		QUARTER IV	
Ethnic Studies	TV	Work & Labor	TV	Conflict Studies	TV	Soc. Sci	Theory & Method
Human Organization and Criminal Trial Practice	Wksp	Work of the Court: Civil Procedure & Evidence	Wksp	Conflict: Trial Evidence Seminar	Wksp		Directed Study
The People & the	Conf	The Court System & Work	Conf	Law vs Justice	Conf		
Systems & Discovery	TV	Man & Environment	TV	Technology & Society	TV	Sci & Tech	The Future
Criminal Procedure & Evidence	Wksp	Probation Officer	Wksp	Law of Criminal Identification	Wksp		Directed Study Advanced court executive seminar
Advanced Technology & the Court Systems & Basic Rights	Conf	Advanced Technology & Court Administration	Conf	The Computer in Admin- and Financing of the Courts	Conf		

Health Maintenance Workers First Two Years of US/WC BGS

QUARTER I		QUARTER II		QUARTER III		QUARTER IV	
Ethnic Studies	TV	Work & Labor	TV	Conflict Studies	TV	Soc Sci	Theory & Method
The Health Care System in the US:History &	Wksp	Communications & Empathy Skills	Wksp	Psycholgical, Social and Economic Factors in Illness and Health Maintenance	Wksp	Directed Study	
Health & Ethnicity: Organization,Delivery, Systems, Financing, Referral & Evaluation	Conf	Legal Issues in American Health Care	Conf	Quality Assurance in Health Care	Conf		
Systems & Discovery	TV	Man and Environment	TV	Technology & Society	TV	S/T	Science & Future
Interprofessional Relationships in Prevention Detection, Diagnosis, Rehabilitation, and Health Maintenance	Wksp	Preventive Health Care: An Epidemiological Approach	Wksp	The Changing Face of American Health Care: Innovations in Technology, Pharmacology, Management and System Design	Wksp	Directed Study	
Trends in Licensure, Recertification, and Continuing Education	Conf	Identification and Assessment of High Risk Health Factors	Conf	Personnel Standards & Maximum Utilization of Talent	Conf		

First Two Years US/WC Program for Human Service Workers - Drug Abuse Programs

QUARTER I		QUARTER II		QUARTER III		QUARTER IV	
Ethnic Studies	TV	Work & Labor	TV	Conflict Studies	TV	Soc Sci	Theory & Method
Communications & Empathy Skills	Wksp	Human Health, Work & Preventative Education	Wksp	Crisis Intervention	Wksp		Directed Study
Psychological, Social and Economic Factors in Substance Abuse	Conf	Counseling Techniques	Conf	Basic First Aid	Conf		
Systems & Discovery	TV	Man and Environment	TV	Technology & Values	TV	Sci & Tech	The Future
Health Care Delivery Systems - their interaction & Effective implementation	Wksp	Incidence and Prevalence of Drug Abuse in the US	Wksp	Community Organization & and Human Resources Development	Wksp		Directed Study
The Group Process	Conf	Reaching Population Grps at Risk	Conf	The Organizational Environment and human physical & mental health	Conf		

With a number of the groups we developed only the first two years of the program. This was done for two reasons, it satisfied their needs at this point, and it left the program open to meeting future needs which would arise as the students and their organizations completed these first two years. Advisory councils were to be set up in each of the specific areas which would provide continuous curricular and other educational interaction between those who had planned the programs. In a number of cases some initial distrust had to be overcome. Our own commitment to university level education combined with a real willingness to listen and discuss were critical in overcoming these. Involving those interested in having our services also meant that they understood what we were doing and why we were doing it and in return gave us the information as to their needs in real detail, as well as their insights into the educational experiences they had previously gone through. It should be added that these groups represent what we earlier called working adult feeder systems as viable as the traditional high school and community feeder systems.

Our conclusions from these experiences is that working adults see the importance of university general education if the process of curriculum development is not totally closed to their participation in including their educational needs in the program.

The US/WC curriculum is an ideal vehicle for such a discussion. The three delivery modes - TV, workshop, and conference - and the skills lab; the five curricular years; and the organizational structure of the modules and their staffing; provide the structure and content into which the group's needs can be fitted. The modular structure also provides a means of involving advisory committees in specific parts of the program without having them deal with other modules in which they have little or no interest. The staffing formula makes it possible to have faculty and staff who are in continuous interaction with the students and their organizations and have a degree of autonomy in responding most rapidly.

This mechanism of participatory adaptation of the US/WC model has nearly unlimited potential given the flexibility of the home institution.

Evolution of a Humanities Based Curriculum for Working Adults

In the prvious pages of this document we have discussed and presented the University Studies and Weekend College experience and its curricular development. In this section we will try to synthesise what we have seen and chart a path for a future evolution. We will be discussing this from three prespective: the curricular structure which is evolving and its adaptability to semester, quarter, and tri-mester systems and other constituencies; the possibility of introducing additional instructional methods into the basic delivery system; and some models which are emerging as local adaptations are tried through the To Educate the People Consortium.

Evolution Based on Six Years of Experience

We start with the table presented on the following page which will be elaborated on in the following pages. This table has evolved with the assistance of our pilot grant from the National Endowment for the Humanities.

By means of this grant we convened 20 meetings with the faculty and staff of the University Studies and Weekend College program at which a similar table was presented and a series of questions (listed below) were discussed. In addition a series of three day workshops (with follow meetings) were held with teams from representatives of about 50 higher education institutions, as well as one and two day conferences with local and international unions and US/WC students and graduates. Out of these meetings came the current table which was presented at our (The To Educate the People Consortium) in January 1979 at the AFL-CIO Headquarters in Washington D.C. Further discussion at the Washington meetings and since have resulted in the current version.

We hope that this section will provoke a wide ranging discussions and only when these have been digested will this draft document be ready for publication as a book.

The discussion outline which we used in our meetings with the US/WC faculty and staff is as follows:

Discussion I:
- -What do you expect the student to get from the year of study in which you are teaching ?
- -What does each quarter intend to accomplish ?
- -What is the pedagogic impact of each format, (i.e. TV, conference, workshop, tutorial) ?
- -What are the uses appropriate to each format ?
- -What pleases and concerns you about the program ?

Discussion II:
- -Your general comments about the students and the program;
- -Comments on the table as proposed;
- -Are any concepts missing ? Superfluous ?
- -Your experience in the functioning of the different formats, ideas about new ones ?
- -Your developmental approach to content, students, and staff;
- -Specifics for general skills, special skills for all students and for specific student groupings;
- -Your views on the total readings, assignments, exams, experiences, relations, environment;
- -Your views of the humanities base of the enitre curriculum;
- -Focus on working adults, union members, etc.
- -Summary of your views.

The discussions reflected a general satisfaction with the basic curricular structure and the delivery system. The major concerns voiced became part of the table and represent the general consensus of over 100 faculty and staff involved in delivering this curriculum to some 14,000 people over the past six years. These concerns can be summarized as follows:

-the importance of an intellectual, historical and developmental frame of reference to allow the students to integrate their own experience into their education and then to move to a thearetical understanding necessary for any further education;

-the needs for the development of a complete study skills operation and evaluation and research function which will give students real mastery of the subjects they study and the faculty and staff a sophisticated feed-back system;

-the need for the integration of the entire program so as to make intellectual sense to students and staff, given the rapid evolution of the original concept and the development of hundreds of different workshop formats, over 200 conferences, and nearly two cycles of the 11 TV courses.

The changes which were intorduced into the curricular concept and which are represented in the following table still require intensive discussion but at this stage are as follows: to accomodate to new and needed curricular units the five year curriculum is divided into five week units rather than the ten week units which represented the previous structure (this also makes it easier to adapt to the semester and trimester system and revise the TV courses); the first section of each of the study years (social sciences, urban humanities, science & technology, theory & method, advanced studies) sets the intellectual frame work for the year and relates it to the previous years; the last section of each of the first three years provides linkages to the theory and method year, reviews the year's work, and prepares for the following year.

Table: Proposed Curricular Structure: Product of Six Year Evolution and NEH Grant*

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Summer
YEAR I	Urbanization & Industrialization	Ethnic Studie: Culture, Community, Identity	Work, Labor & Society	Organization & Institution	Conflict Studies: Domestic & International	Theory & Method in the Study of Society	Units 7, 8, 9**
YEAR II	Quality of Life: Folk, Classical & Mass Culture	Cultural History The American Mosaic	Play & Leisure	Arts of the Imagination	Performing Arts	Aesthetics, Criticism & Cultural Development	Units 7, 8, 9
YEAR III	Science, Technoology and Values	Life and Health	Ecology & Environment	Energy & Society	Science & Discovery: Earth & Space	Science, Technology, Society & Futures	Units 7, 8, 9
YEAR IV	Theory & Method Electives	Theory & Method Electives	Theory & Method Electives	Theory & Method Electives	Theory & Method Electives	Theory & Method Electives	
YEAR V	Senior Essay Electives	Senior Essay Electives	Senior Essay Electives	Senior Essay Electives	Senior Essay Electives	Senior Essay Electives	

* Each of the units in the first three years consists of 25 half-hour TV programs, five four-hour workshop sessions and one weekend conference (2 days);

**Units 7, 8, 9 are electives to be available over the summer.

Under the new system each five week unit has 25 half-hour TV programs, one weekend conference, and 20 hours of workshops. The technical advantages of this system will be discussed in the next section.

The intellectual frame of reference for the first year is a new unit called "Urbanization/Industrialization" the remaining five units of the first year relate directly to this first unit.

A reduced version of the existing"Quality of Life: Folk, Classical and Mass Culture" sets the scene for the other five units in the urban humanities year.

A revised and reduced version of " Science, Technology and Values" provides the base for the entire science and technology year.

The Theory and Method year through its six workshop units is far more consolidated and has an important intellectual history element than at the present time.

A rereading of the top of this page should give the reader a frame of reference for approaching the more detailed discussion of the evolved curriculum which follows.

The Social Science Year

This year now contains six five-week units: Urbanization/Industrialization; Culture, Community and Identity: Ethnic Studies; Work, Labor and Society; Organization & Institution; Conflict Studies: Domestic & International; Theoary and Method in the Study of Society.

The Urbanization/Industrialization unit focuses on experience and relation as the means for understanding the human condition. Students are introduced to process by looking at individuation, institutionalization of experience and relations, and at the folk-urban continuum. They are introduced to ideal types, systems and conflict analysis through four societal types/systems -tribal, peasant/lord, market, and bureaucratic/planning. Concepts like marginality and colonialism are introduced inorder to deal with meaning in the context of continuity and change. People and their experiences are made central to the work of the entire year making the humanistic approach a given from the first year on. These concepts are grounded in the experience of the students by looking at their family histories, their own communities and work places, their day to life cycles.

The Ethnic Studies: Culture, Community and Identity unit looks at human networks (kinship in particular) at human ecology (life support systems) as they form community and identity and how they interrelate with general social institutions. Migration and settlement; village, city, neighborhood and community; group, family, and individual development; the nature of human nature, meaning and culture; as well as such concepts as race, ethnicity, and class are considered. Marginality and colonialism are intorduced. These concepts are also grounded in the students' experience. Holidays and celebrations are analyzed and compared, as are experiences with different types of institutions.

In Work, Labor and Society the focus is on the organization of work, production and distribution, and the role of organizational and scientific technologies. The question of what work is in the different societal systems discussed in the first two units ties the first half of the year together. The political and economic consequences for unionization; such issues as work and education, manpower policies, quality of worklife, different views of the economic system and economic policy will be discussed and international comparisons introduced.

Organization & Institution is a new unit introduced into the first year sequence. How have and how are human societies organized, how do they change ? What are the types of decision-making and allocation structures which represent present society in the personal, public and private sectors. The formal and behavioral structure of some modern institutions will be looked at, as will the rise of human organizations (movements) to deal with problems and the consequences and processes of their institutionalization. Inter-institutional and intra-institutional relations will also be considered. This leads us to unit #5.

Conflict Studies: Domestic & International is a condensed version of the current course. It closely ties into the themes of the first four units. The nature of conflict, agression and conflict resolution are its themes. The focus goes from personal, to ethnic/racial/communal, to class, sex, generational, regional, international, and world wide. What we know about the process of conflict, how it is being studied, and what tools of conflict resolution have been developed are items for study. Simulation techniques will be used.

The sixth unit, Theory and Method in the Study of Society will consider the work of some of the major social theorists in relation to the problematics raised in the first five units. In this way it will tie together the social science year and lead to the The and Method Year. It will also raise themes which should tie the entire year and its units to the Urban Humanities year.

The Urban Humanities Year

Quality of Life: Folk, Classical and Mass Culture continues to use Maslow's of Needs and a look at the art forms and institutions of folk, classical, and mass culture as the opening for the Urban Humanities.

The second unit of the Urban Humanities sequence is Cultural History: the American Mosaic which is a shortened version of the existing course and would look at the evolution of the cultures of the American peoples(content and form) in relation to the basic premises set forth in the first unit.

The third unit is a shortened version of Play and Leisure which serves as a transition between the first three and the last two units of the urban humanities year. Arts of the Imagination (the lives of Dr Fustus) is also a shortened version of the existing course and looks how one theme changes in both meaning and form over time. The issue of mythology and world wide cultures is also developed here.

The fifth unit, the Performing Art, is a companion unit to Arts of the Imagination. It focuses on form (as opposed to content) and deals particularly with the performing arts and the impact of form and technology on these art forms. The sixth unit pulls together the previous five themes by discussing the theory and method of the arts: aesthetics, criticism, and history. It also deals with the notion of cultural development and cultural policy in the world today.

The combination of TV, conference, and workshop in the context of these six units will involve the student in nearly every art form, discussion of their implications, and the philosophical issues involved. Communication skills, analysis, observation, comparison, will be developed in this context.

Science and Technology Year

A series of points were made in the discussions reviewing the Science and Technology Year. The curriculum goals were summarized as:

-To increase the student's knowledge of limits of science and technology in regard to solving social problems;
-To increase the student's knowledge of how new scientific discoveries and rapidly changing technology impact society;
-To increase student's knowledge of scientific concepts under which scientists and technologists operate;
-To increase the student's ability to read and to interpret critical scientific information.

This set of goals has led to the recommendation of developing the following use of the existing units and the development of some new ones:

1) Problem Solving in Science: to deal with both math skills and systems problems (e.g., design a closed system in which one could survive); emphasis on problem solving processes. This would be started in unit one a shortened version of the Science, Technology and Values course and part of a new unit (unit #2) focusing on Life and Health.

2) Changing Human Development: would deal with integrated concepts from Human Biology, Bioethics, Physics, Anthropology, Psychology etc. The second part of unit two and unit three - Ecology and Environment, a shortened version of the existing course - would be used for that purpose.

3) Energy and Society: would deal with concepts from physical sciences with energy flow as a theme; social outcomes of change in energy supply and demand; impact of future energy systems on natural and social environment.

4) System Structure and Function: would deal with holistic operations of various systems - weather patterns, space colonies, solar system, geological movement, agricultural and urban systems, and consider the relation of science to discovery in this context. Unit five, Science and Discovery: Earth & Space, is designed for these objectives and for dealing with such concepts as Paradigms, Systems, and Discovery - Copernicus and Darwin.

5) Science, Technology, Society and the Future: is unit six which recapitulates the quarter and reviews science theory and method and the dynamics of technology. A section of the the old Science, Technology and Values TV course will be used with some systematic discussions of "planning, projecting, and estimating futures".

A number of scientific experiments, field trips and observations, experiences with computers and statistics, scientific reasoning , measurement and calculations have been recommended for these units. The conference methodology of student projects and participation, developed by the Science and Technology Divisions is well suited for this evolution. Some innovations, such as analyzing family health problems and use of medical services has been suggested for unit two. The two major adaptations - urban and labor studies - also have developed some very practical conference and workshop experiences, like occupational safety and health, urban forrestry etc.

Upper Division: Theory & Method, Advanced Studies, and Electives

The Theory and Method Sequence is now also dvided into six units of five week duration accompanied by a conference for each of these six units. This would allow the following structure: in the first three units the workshop would focus on major theorists and methodologies of the specific Divisions - social science, humanities, and science and technology, with a linkage to the last unit in each of these offered in the three lower divisional years. The conferences would focus on one, current, major theoretical issue in each of these divisions, and the methods being used to develop and test these theories. The last three units of the theory and method year would be an intellectual history from pre-literate to modern times and the three weekend conferences would focus on a current intellectual issue from a multi-disciplinary perspective. One would also test the concept of using the latter part of the theory and method year to develop the theme of the senior essay or project and the method th- student will be using in the advanced studies year.

The Senior Essay will be much the same as at present, but divided into six distinct parts. The students will be organized into seminar groups and an option of relating the Senior Essay to the Theory and Method Year and the electives will be developed. All students will be required to take the Graduate Record exam during this year, and a portion of the Senior Seminar will be used to review the previous four years. It should be noted that the last quarter of each of the lower division years and the theory and method year are designed to translate the inter-disciplinary nature of the program into the disciplinary organization of modern knowledge. Review of this approach will also be part of the seminar.

The Electives are being organized into "tracks" which allow the students to take a systematic approach to what in other programs are called "majors, concentrations, or co-majors" this will be done in close cooperation with other units. This approach can also be seen by looking at the Labor Studies adaptation presented in this draft document. An interesting, and novel,discussion emerged from the recent University Council (five year) review of the program. The response from the US/WC people was to develop lower division electives for the first three summers in the program, see table on page 269. These are broken into three units of five weeks each and can be taken as one course over the summer or combined into one course over three summers, or taken as a full program.

Adaptation to Semester, Quarter, and Tri-Mester Systems

Three factors have contributed to making the program more readily adaptatable to these organizational forms common in the United States: first, the visit of the many schools to our three-day workshops raised the issue and the resultant discussions allowed us to attempt such an adaptation; second, Wayne State University decided to shift from the quarter to the semester system; third, the development of the To Educate the People Consortium made such an adaptation necessary. In addition we had favored an annual approach to curriculum and registration, based on shorter than quarter units, since the begining of the program, but were unable to implement it at the time.

The Table on page 269 shows how these adaptations can be made and the previous section describes the units. But there are some additional features which are very attractive. These will be described below:

1) Each thematic unit has five weeks of TV, five weeks of workshop classes and two weekend days. The conferences can be organized in such a way that each year starts with a weekend conference, before the TV or workshop course begins, setting the basics for the entire year. Similarly the year can be ended by a conference after the TV and the workshop courses are finished. This eases the pressure on staff and students and gives a start and finish point for the year. The remaining four weekend conferences can be broken up into a mid-year conference and six single days spaced throughout the year. This new structure of the conferences offers to greatly improve the use of this format.

2) The use of six units with five weeks of TV each makes it possible to change units of the TV course without the type of investment in time, funds, personnel, and use of course time that the previous 55 half hour series required. It also sets the stage for consortial-wide TV productions, where each unit has five super-productions of one or one hour in length and three or two half hour low-cost productions. The super-productions can be made with all sorts of audiences in mind and can be farmed out though-out the consortium. The half-hour productions can actually be made locally, using local talent and facilities, and making it easier to adapt the TV to local conditions. This aspect of the six units per year opens up all sorts of significant new use of TV.

3) Finally, the six unit approach makes it much easier to revise specific aspects of the curriculum, experiment with new ideas, and adjust the model to a wide variety of conditions.

Adaptation to Different Constituencies

The evolution of the model will make it even easier to adapt to different constituencies. Some constituencies differ by the amount of time available during specific periods. By combining the use of the new units with the modular organizational concept, all sorts of time related constituencies can be aided in access for higher education. Seasonal, over the road workers, people who little time during a part of the year and a lot of time during other parts. Similar adaptations can be made to constituencies desiring or requiring different curricular content. The economy of scale of the model can and should be used to make available more costly elements which are critical to such constituencies. The six unit per year approach makes it easier to use a larger part of the general program in common while making it possible to deliver a much wider and larger number of adaptations. An additional benefit is that a particular constituency adaptation may also serve a need of the larger group which was not previously noted. The unit approach makes it much easier to include these discoveries and innovations into the larger program. Groups as small as 20 can be serviced by our approach,as the forestry worker adaptation in the Urban Studies Module shows. Once a core unit of 300-1,000 is set up the base for adaptations is set.

Alternative Delivery Methods

One way of looking at adaptation of the US/WC model is to look at the three component parts. One can substitute all sorts of educational institutions (formal and formal) or add them to the initial institutional component - the university. One can make a wide adaptation of the curricular content. One can add or substitute different constituencies. One can also add or substitute delivery methods. The use of radio and audio casettes is a minor adaptation. More significant is the addition of individual self-paced study courses developed by a number of institutions involved in the consortium. The use of computers and other simulation methods can greatly increase the development of a whole series of skills and the testing of a number of concepts.

Some Emerging Local Adaptations

The development of the To Educate the People promises the emergence of wide range of local adaptations. We have a large number of urban based institutions with easy geographic access to dense populations of production, service, and governmental workers. On the other hand we have institutions which service very large, sparcely populated rural regions.

In some areas we have universities, colleges and community colleges and even wider consortia developing so that the model can be most productive in their area. One adaptation promises to provide a new model of collaboration between universities and colleges on the one hand and community colleges on the other. We call this the 3(2+1)+2(3)=BGS. The first three years are divided up by two quarters of instruction a year being offered by the community college and one quarter per year being offered by the university or college. This not only allows a community college student to complete the lower division in relation to the community college, but sets up a joint community college-university faculty which not only plans the first three years, but which collaborates in the planning and teaching of the last two years (2(3)).

Some of the institutions involved in the consortium have great strengths in competency based instruction, others in long distance individual self-paced instructional units, these and other strengths will determine the evolution of different models as much as the different constituencies and environments will. Some programs will be massive, others limited in numbers. A good communications system and a real collaborative model, including the educational institutions, the unions and other student institutions, and the publc TV and other media, will create many new options for educational activity for working adults.

We see the US/WC model as a first step. It can provide the institutional base for the widest range of adaptations. We are indebted to the National Endowment for the pilot grant which allowed us to capture the US/WC experience in this draft document and to initiate a broad ranging discussion, key to the development of an international consortium which can use this experience to develop the needed adaptations.

THE WORKERS' SABBATICAL

The Workers' Sabbatical is designed to address three critical issues confronting our society: access to education for working adults; employment for all of those who desire or need it: and a fundamental reorganization of our society's education-work-retirement life-cycle which has become necessary due to basic changes in our economy, culture, and technology.

The Basic Concept

The Workers' Sabbatical deals with the access to education for working adults issue by providing an advantage equivalent to the World War II G.I. Bill of Rights for working adults.* Under this plan the federal government would provide 1,000,000 sabbaticals per year for workers in the public and private sector who have completed seven years of work and who do not have a four-year college degree.**

The individual worker would receive $10,000 a year (tax free) for living expenses; $1,000 for tuition; and $250 for books and other educational expenses. Should the worker's spouse wish to attend school, the family living allowance would be increased by $2,000 and the spouse would receive $1,000 for tuition and $250 for books and other educational expenses.

Such a massive and visible program would result in major positive changes within educational institutions making them accessible to working adults (not only those on sabbatical) by creating an immediate and visible demand for such services. By offering the sabbatical year (at least initially) to those who have been students while working full-time, a major impetus would be given to existing programs which provide paid educational leave, tuition rebates, and other incentives to working adults.

As we shall demonstrate in the following sections of this report the lack of curriculum and delivery systems designed to meet the needs of working adults; the lack of information about the available educational benefits; and the absence of time and job security for full-time study sometime during the work career; are three key barriers confronting working-adults in their need and desire for continuing education.

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* The GI Bill not only made higher education available to a new segment of the population (and later, their descendants), but encouraged institutional change in education which provided further access to the public.

** The concept could be expanded to those having a degree when the pool of those not having one is exhausted.

The Workers' Sabbatical deals with the need for jobs by vacating 1,000,000 existing jobs in the public and private sector of workers who have been working a minimum of seven years. In this sense it fits into the "work-sharing" strategies for dealing with unemployment.

The recipient of the sabbatical would guarantee that they would not seek work during the sabbatical year and would have to be full-time students during that period. The employer would guarantee that the recipient would have the current (or a better) job upon return from the sabbatical and that a "new hire" would be brought into the company or agency, thus "filling" the vacated job.*

The financing of the workers' sabbatical would come from the federal and state governments, on the basis of dealing with both structural unemployment and the desire and need for education by working adults.** Health and similar type fringe benefits would be continued by the employer during the sabbatical.

The sabbaticals would be targeted into high unemployment regions and industries, creating a positive economic stimulus and reducing federal, state, and local welfare and unemployment related expenses. They would also be targeted into locations and institutions where education would have a positive effect on the organization of work, productivity, and the quality of work life. Initially, preference would be given to workers who have been pursuing education while working full-time and who with a sabbatical would complete that education. Encouragement would be given to higher educational institutions adjusting curriculum, delivery system, and organizational structure to meet this need.

The result of the Workers' Sabbatical would be to "vacate" at least one million, one hundred and fifty thousand jobs, thus creating one million, one hundred and fifty thousand jobs. In addition fifty thousand new jobs would be created in America's largest industry - education, to service these new students.*** The cost at the margin (as economists call it) would be nil, as it would be financed out of existing funds devoted to the unemployed who now would have jobs.

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* The assumption here is that the company would hire a non-seniority worker at the bottom after filling the vacancy with an existing worker within the organization.

** The educational options would include technological, vocational, and career needs, as well as social and cultural.

*** We estimate that about 150,000 working spouses would take this opportunity. Family relations would be greatly strengthened and the second generation encouraged in their studies.

Finally, the Workers' Sabbatical will be a major policy step in altering the current, linear, education-work-retirement life cycle. A wide range of studies would indicate that such a change would greatly increase the quality of work life and productivity. More important, such a change is becoming ever more necessary to meet scientific, technological, industrial, and cultural developments.

Given an educational year available after seven years of work and the resultant increase in the availability and utilization of tuition rebates, short-term paid educational leaves, flexi-time, work and leisure sharing, education will become integrated into the work section of the life cycle and the retirment component would be delayed and altered.

The knowledge gained during these sabbaticals and in educational programs available while working will greatly increase the flexibility and the productivity of the work force. Study in other parts of the U.S. and study abroad would also increase the flexibility of our work-force.

The social benefits of the Workers' Sabbatical and the direct economic benefits would easily justify the expenditures necessary to implement it. The fact that it is financed out of funds currently subsidizing unemployment implies a major anti-inflation element to this program as well.*

In the following sections of this part of the report we will consider the theological, philosophical humanistic basis of the Sabbatical concept; the relation of education to work and workers; the use of education for dealing with unemployment and productivity; the political-economy of the sabbatical; and what can happen in the near future.

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* We are also recommending a parallel program to the Workers' Sabbatical which we call the Community College Urban Conservation Corps. This plan would create 1,000,000 stipends for youth between 16 and 24 years of age to be administered by contract with local community colleges.

The individual would receive $4,000 (tax free) per year, plus full-time community college tuition (a maximum of $1,000) and $250 for books and educational expenses. In addition to being full-time students each recipient would work full-time in an Urban Conservation Corps project administered through the Community College in relation to local government and citizens' groups. The program would be targeted into high youth unemployment areas and the grants would be for two years with the recipient guaranteeing that they would not take any other employment or receive any other funding or subsidies during the two year period. This project would create 1,000,000 "jobs" and another 43,000 jobs for faculty and 7,000 secretarial positions.

The Theological, Philosophic, Humanistic Basis for the Sabbatical*

Shortly after the Conquest of Canaan a unique law calling for the observance of a Sabbatical Year was promulgated in Israel. The implementation of this law was to have humanizing effects on the lives of the ancient Hebrews and in time give rise to a new concept of "rights" that is of vital relevance to the needs of workers today.

According to tradition the Sabbatical Year was ordained by God. The ordination of the law found in Leviticus reads:

> The Lord said to Moses on Mount Sinai, say to the people of Israel, when you come into the land which I give you, the land shall keep a sabbath to the Lord. Six years you shall sow your field, and six years you shall prune your vineyard, and gather in its fruits; but in the seventh year there shall be a sabbath of of solemn rest for the land, a sabbath to the Lord; you shall not sow your field or prune your vineyard.[1]

The injunctions governing the observance of the Sabbatical Year not only prevented tilling the land and pruning vineyards during the seventh year, they prohibited anyone from harvesting that which had grown on its own accord, except that the poor and wild beasts were allowed to eat.[2] They contained nothing, however, that kept people from fishing and hunting and taking care of their bees and flocks. That the Sabbatical Year was meant to be a "year of release" is made clear by an injunction of the law requiring the freeing of all Hebrew slaves and debtors during this year, and enjoining those who were able to lend not to refuse loans to poor and needy persons because the "year of release" was at hand.[3] The year was to be marked by the reading and teaching of the sabbatical law to all the people assembled at the Feast of Tabernacles.[4]

The precise date of the inauguration of the Sabbatical Year is neither given in the texts nor agreed upon by biblical scholars. But there is general consensus that the law of the Sabbatical Year went into effect after the distribution of the land among the Israelite tribe had been accomplished. This would put the date of the inauguration at the fifteenth year from the time of the Jordan crossing (Lev. 25:3) with the first observance coming twenty-one years later. This consensus is bolstered by the fact that it accomodates the record that it took the Israelites seven years after the crossing of the Jordan to complete the conquest of Canaan under Joshua and another seven years to apportion the land among the tribes.

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* A paper by Charles E. Morton, Ph.D., Minister, Metropolitan Baptist Church, (Detroit,Michigan) and Adjunct Professor of Philosophy at Oakland University in Michigan; and Michael Daher, Instructor of Urban Humanities, US/WC; presented January 17, 1979 at Consortial Conference (To Educate the People) in Washington, D.C.

Although the Sabbatical Year quickly attained the status of a major institution among the Hebrews, it was almost ignored during the period which preceded the Captivity (see II Chron. 30:21). After the Captivity Nehemiah sought to revive its strict observance, as he did that of the weekly Sabbath (Neh. 10:31), and in both cases he seems to have had some success. A hundred years after the time of Nehemiah it was observed as religious law during the reign of Alexander the Great, and vestiges of the subsequent influence of its injunctions are evident in the religio-social thought and practice of western culture.

The historical significance and contemporary importance of the Sabbatical Year for Americans is best understood if examined in the context of traditional American conceptions of "sabbath" and leisure and their philosophical implications. With the theoretical roots in view, practical arguments for immediate implementation of a Sabbatical Year program increase in stature.

When English Puritans emigrated to America in the Seventeenth century, they brought with them the first fully developed idea of a strictly observed Christian Sabbath. They also conceived of themselves as modern extensions of the Israelite tribes, and were thus moved by the inspiration of both the Old and New Testaments to keep the Sabbath holy. In their Sunday services communal worship punctuated by "lined-out" hymns provided some opportunity for genuine emotional expression. But attendance was compulsory. The Sabbath became an occasion to redeem time, a chance to perform what Max Weber has described as "the duty to attain certainty of one's own election and justification in the daily struggle of life." Puritans rarely passed the "test of saving grace" in a leisurely fashion.[6]

In the eighteenth century those Sons of Liberty who were not enjoying the comforts of plantation life secularized the Puritan ethic. Genial Ben Franklin seriously recommended that time is money and empty time is wasted money. Poor Richard advised that "He that can earn ten shillings a day, though he spends but six pence during his diversion and idleness, ought not to reckon that the only expense; he has really spent, or rather thrown away, five shillings besides."[7] This practical perspective underlay the"rags-to-riches" mythology that featured Franklin's sterling biographical example. Its importance to our theme rests in the implication that the sort of respite provided by the Sabbath at best prepares a man for work and at worst degenerates him.

The rags-to-riches cult had its hey-day in the nineteenth century, but not everyone invested in the vision. Henry David Thoreau was one who viewed the world of work and leisure through different spectacles. According to Thoreau, self-made men had a distorted sense of priorities:

> This curious world which we inhabit is more wonderful than it is convenient; it is more to be admired and enjoyed than used. The order of things should be somewhat reversed, the seventh should be man's day of toil, wherein to earn his living by the sweat of his brow; and the other six his Sabbath of the affections and the soul--in which to range this widespread garden.[8]

In the kingdom of the Protestant ethic, Thoreau's flair for hyperbole earned him the reputation of a loafer. Actually, he was no idler. Ranging the garden designated a dynamic, not passive, search for earthly delights. He approached leisure in the classical sense--exploration of the preserve of freedom, education and culture. The Sabbath was the symbol of such greenness.

Though he celebrated the Sabbath as an ideal, Thoreau avoided the chapel. As a young man he had "signed-off" organized religion because he had found too many distortions of profound religious values within church walls. The Sabbatarians, those who in the worst Puritan tradition made a fetish of Sunday observance, irritated him accutely. They were totally bereft of the flexible historical appreciation and sensitivity for the Judeo-Christian institution manifested eloquently by Thoreau's mentor, Ralph Waldo Emerson:

> ... the Sabbath, the jubilee of the whole world, whose light dawns welcome alike into the closet of the philosopher, into the garret of toil, and into prison-cells and everywhere suggests, even to the vile, the dignity of spiritual being. Let it stand forever more, a temple which new love, new faith, new sight shall restore to more than its first splendor to mankind.[9]

The narrowness of Sabbatarian legalisms and superstitions contrasted sharply enough with Emerson's expansive faith for Thoreau to claim that "there is no infidelity so great as that which prays and keeps the Sabbath and founds churches."[10] Any new vision of the Sabbath needed to be natural, a "Sunaday," named for the sun and not the Son.

Consequently, Thoreau looked to the lyceum movement rather than the church for a wholesome social program of leisure. Civic financial support of this design for adult education would make the villages universities and "their elder inhabitants the fellows of universities," living in an atmosphere conducive to ". . . culture, --genius--learning--wit--books--painting--statuary--music--philosophical instruments, and the like."[11] As a lyceum organizer and lecturer Thoreau attempted to cultivate traditional Western cultural ideals in New England towns, but simultaneously he vigorously assailed political notions rooted in the ancient Greek, Southern American, and modern European systems of slavery and aristocracy that allowed one man to have his leisure by sitting on the shoulders of another. Membership in the leisure class was no longer to be by privilege or accident of birth, but by right.

Thoreau's appreciation of leisure and adult education has proven as visionary as his prophetic remarks on conservation. Despite the massive impact of Benthemite utilitarian thought on both sides of the Atlantic in the second half of the nineteenth century, leisure has become a major theme of social and philosophical dialogue since 1930.[12] Intellectuals and activists have been wrestling with the same issues that Thoreau spent his life analyzing and testing. Thoreau's grounds for experiment, however, were limited to New England, and now thinkers and planners confront the political economy of leisure on a national scale. The philosophical principles on which Thoreau based his arguments for a tax supported town lycum, for example, serve as a rationale for labor interests committed to developing a federally funded working man's sabbatical.

A century after Thoreau's call to make New England towns open universities, German philosopher Josep Pieper observed that

> The central problem of liberating men from this condition (the state of being fettered to the process of work) lies in making a whole field of significant activity available and open to the working man--activity which is not "work", in other words, in making the sphere of real leisure available to him.[13]

Pieper, a Roman Catholic, felt that the purest form of leisure was found in the celebration of the Sabbath ritual of the Mass. His concerns, however, extended beyond Sunday. Like Thoreau, he believed that increased leisure would afford opportunities for self-culture traditionally denied to workers. Simply providing free time, however, would not amount to a feasible solution to the injustices inherited from the past, for availability of spare time does not automatically make man "capable of leisure." Governments had a responsibility to organize educational programs for laboring men and women. Pieper did not specify a design for such programs because he felt that as a philosopher such planning was outside of his purview.

Since 1950 Pieper's educational objective has been the subject of a crucial debate. Skeptics, whose position Sebastian De Grazia thoroughly and instinctively articulated in 1962, feel that quixotic egalitarian programs will spread resources so thin that the inevitable result will be cultural mediocrity.[14] More liberal contemporary thinkers, such as Joffre Dumazedier, acknowledge levels in the quality of leisure and culture but insist that systematic planning can make for general accessibility to all levels without sacrificing excellence.[15] A review of the arguments of De Grazia and Dumazedier puts into focus the place of the Sabbatical Year concept in the larger process of the development of mass leisure in modern society.

De Grazia meticulously records the history of the Western tradition of leisure, emphasizing the symbolical importance of the Jewish Sabbath, and Christian Sunday. He recognizes the university sabbatical year as inspiration drawn from the ancient Israelite Sabbatical Year. In 1962, however, De Grazia could find no evidence of the Sabbatical Year concept existing anywhere besides the university in the industrial world.

The absence of institutional manifestations of the Sabbatical ideal is symptomatic of a commodity culture in which even free time is bought and sold according to the rules of the market place. Because leisure is a special condition, a cultivated attitude, not subject to exchange, it diminishes and even disappears in such a commercial climate. De Grazia has little hope that this general situation will change because "the majority" prefer the shallow amusements inundating the market. True leisure, which is totally discrete from work and the foundation of culture, flourishes only within the ranks of "the leisure kind," a group identified not by class but by intellect and temperament. This select population finds itself floundering because of the pervasive control commerical interests wield in all realms of society, including the media and art. If the private commercial monopoly over cultural affairs were replaced by informed government control and funding, the leisure kind would thrive and implant a much needed yeast in civilization. De Grazia opposes programs designed to develop options in leisure for the general population, including those based on the Sabbatical concept, because such investments would diminish the resources available for men of discrimination.

Blatantly undemocratic, De Grazia's views conflict theologically with the original ideal of the Sabbath embodied in Biblical literature that reflects democracy in the extreme. In the Biblical world, everyone, from the God the creator to the father of the household to the servants and even the cattle partake in the "shabat". Politically, De Grazia draws more inspiration from the hierarchical system of privilege in Plato's Republic than the libertarian principles of The Declaration of Independence. Because he finds freedom and equality basically incompatible ideals, he proposes the development of the former at the expense of the latter.

Joffree Dumazedier debates De Grazia principally on the grounds of definition. De Grazia envisions leisure as a value present at all times in all civilizations with ancient Greece as its purest source. By contrast, Dumazedier sees the industrial and post-industrial revolutions giving birth to leisure. Greek philosophers and those in history who followed their example, such as sixteenth century gentlemen, enjoyed idleness, not leisure. Leisure is freedom of a particular kind. It is the result of technical progress and social emancipation and must always be understood in terms of its relationship to work.

As a primary modern social phenomenon, leisure exists within a network of dialectical relationships with other phenomena that compose the realm of necessity--spiritual, political, occupational. History finds leisure increasingly affecting the other categories. In the post-industrial era, the realm of freedom embodied in leisure will rank as the most dynamic social force.

Dumazdier understands the expansion of leisure as a boon for all humankind, which demands careful structuring under a plan of "cultural development." Continuing education, in particular educational leaves, compose a principal area of such development. Dumazedier says that it can be assumed that "since the mid-sixties, all societies have been evolving towards a second kind of vacation, study leaves, added to holidays proper. Part of the time which need not be devoted to work is thus invested."[16] For the worker such leaves facilitate "the expression, the creation or the re-creation of the personality," which, in turn, provides more capable, flexible personnel for employers.[17] In an even broader social context, educational leaves can enhance citizen participation in government by developing a skilled voluntary civic labor force.

Dumazedier's plan for cultural development, including educational leaves, does not recognize, as does the proposal of De Grazia, insurmountable barriers between philosophers and plebs. Through social organization he wishes democratically to institute what Thoreau romantically names "the Sabbath of the affections and the soul." He seeks to answer the crucial questions concerning contemporary cultural evolution:

> Will these aspirations to make unfettered efforts of scientific research, artistic creation and voluntary social participation be in effect reserved for the leisure of a limited elite, while the well-entertained masses will only be capable of enjoyment in a land of plenty? . . . Should not cultural development sponsor conditions conducive to extending this circle of the elect, so that the leisure civilization far from accentuating the natural inequalities between men and groups, reduces them?[18]

The rhetorical spirit of the inquiry implies that all citizens deserve to be counted among the culturally elect. In the terms most pertinent to this essay, every person needs access to the renewing, inspiration spirit represented traditionally in the Sabbath and formulated with precision and promise as a social institution in the Sabbatical.

The Sabbatical Year concept contains elements of a social philosophy needed in America today in order to further humanize work, to give content to the right of all workers to pursue productive leisure and creative growth, and to bring about a rational plan for dealing with unemployment--the nation's most crucial social problem.

Implicit in the concept of the Sabbatical Year is the recognition that work is not life but the means to a livelihood. Therefore, relief from work is necessary for physical rest and renewal, and for engagement in the broader social, intellectual, and spiritual pursuits wherein life exercises its freedom, finds its purpose, and celebrates its sanctity.

Pertinent to the concept also is the conviction that in order for man to experience ecstasy he needs respite from the boring routine of work so that he can participate in the life of the spirit--religion and play-- where he is free to celebrate and pursue perfections commensurate with his moral potential.

Finally, the Sabbatical concept is mindful of the fact that man needs rest from work in order to avoid becoming impervious to the reality that his survival depends upon maintaining and protecting the ecological balance of nature, which besides himself, includes a complex bio-physical environment established by the creative act of God.

The time spent at work today has been shortened by the efforts of organized labor, and by the passage of progressive and humane legislation. Both in America and in other industrialized countries the work day and the work-week continue to get shorter. But it is apparent that workers need a longer interval of time away from their jobs to permit meaningful involvement in experiences that can significantly contribute to the cultivation of a more satisfying quality of life. This fact, in part, accounts for the renewed interest in the idea of a paid Sabbatical Year for all qualified workers and salaried persons advocated by Albert Morton Persoff in the forties as a plan to create and maintain full employment.[19] There is nothing utopian in a paid Sabbatical Year plan, such as he proposed, that could mitigate against adopting its basic features as public policy today.

Prior to the second industrial revolution, which began in 1923, economic conditions did not warrant nor indicate the need for this type of plan. However, from 1923 to now technology has increased at such a rapid rate that industry's productive power has outdistanced consumption power by an ever-widening margin. Despite the success of advertising in creating new consuming markets we have not been able to prevent the piling up of vast mountains of goods and inventories that periodically force factories and shops to shut down, adding many workers for long periods of time to the ranks of the unemployed. Moreover, technological efficiency has created a new phenomenon of unneeded workers who constitute a class numbering in the millions, called the "structurally unemployed." These social problems resulting from the progress of industrialization enhance the urgency of adopting the paid Sabbatical Year as the next step in the rational evolution of workers' rights.

Institution of a paid Sabbatical Year for workers would not be a revolutionary innovation in this country. Tenured professors, some public school teachers, and even a few clergymen already enjoy this right, though the granting of full pay is not universally adhered to in these instances. The argument here is that the right to full pay should be applied in those areas where the Sabbatical Year is established and the practice democratized to cover all workers.

So far we have dealt with the Sabbatical Year in terms of its biblical origin and significance, the ways in which some thinkers have reflected upon the Sabbath idea at different periods of Western social thought, and why the concept needs to be incorporated into public practice. It would be in order next to consider the possible impact this might have upon social institutions, unemployment, the use of leisure, and the pervasive anomie noticeable in American life today. But the limitation of space dictates that we confine the discussion of impact to the institution of education.

The phenomenal growth of community colleges over the past decade, accomplished by a proliferation of programs and courses designed to meet the vocational needs as well as the academic and social interests of both traditional students and the working population, provides some indication of the impact a paid Sabbatical Year for workers might have on increasing the enrollment at the post-secondary level of education. Add to this the increasing number of full and part-time workers furthering their education and improving their skills in programs of continuing education, through television courses and the Weekend College, and in a wide variety of occupational schools, and we have another range to predict that a paid Sabbatical Year plan would result in increased enrollment in post-secondary education. With such a plan, we may reasonably assume that many persons who for financial reasons would not ordinarily seek to improve their education would make the sacrifice to accumulate the funds needed to pay for a year of education. Of this we can be sure, a paid Sabbatical Year would provide a stronger incentive to return to school for skill development and as a means to job promotion than years of unemployment on inadequate relief or a public workers job.

An increase in post-secondary enrollment, attributable to a paid Sabbatical Year plan would result in a better utilization of resources and facilities at a time when under-utilization is becoming a problem due to the decline in the population of the age group ready for education beyond high school.

Workers on paid Sabbatical leave, entering colleges for the first time and those returning to resume education or to acquire new or improved skills, would help to accelerate the reform toward curricular relevance, thereby hastening the liberation of higher education from the remaining vestiges of medieval scholasticism by forcing a moral realistic adjustment of curricula to the technical and vocational reality of the modern world. Universities, having to deal with the social and moral problems systemic to our present society and reflected on campus by students coming from the world of their origin, might be moved to accept the role of producing moral visions--based upon today's reality--and formulating goals and values necessary for cultural survival and a more glorified existence. This could transform education into a process embracing moral reconstruction by making informed vision the guide for moral behavior.

If a paid Sabbatical plan can help produce these results in education, then this venerable institution would again become an enterprise of moral earnestness assisting the rational development oflife by keeping academic activity and vision tied to necessity in a way that would serve society at the point of its most critical needs.

(Note: For footnotes and bibliography of this section, see pages at the end of this section - The Workers' Sabbatical.)

Work, Workers, and Education

The concept of a sabbatical,a chance for self-renewal, is clearly part of American theology, philosophy, and the social movements active throughout our history.

As the great force of industrialization was unleashed on American society the concepts of work, workers, and education underwent a dramatic change from their rural and commercial origins. Symbolizing these changes was the Eight Hour Day movement, one might even say that it was eight hours, rather than ten days, which shook the world.

The Eight Hour Day movement was symbolic of the growing consciousness that the number of hours and days worked in an industrial society would differ from those worked in an agricultural society.

The Eight Hour Day movement was symbolic of the growing productivity which would allow purchasing power and leisure which in turn made possible mass production or which would have resulted in massive unemployment and ossification of economic progress.

The Eight Hour Day movement was symbolic of the need for education if the workforce was to man the new technology and participate in the governance of democratic society.

Agitation for the Eight Hour Day started in the 1830's and went well into this century. It was the Fair Labor Standards Act of 1938 which legally established the 40 hour 5 day week as the standard for work in America. To the historian, as opposed to the market economist, this change in the concept of work and the role of workers did not come easily or automatically. Social agitation, strikes, demonstrations (including the Haymarket Square Riot of 1886 which resulted in the international 1st of May celebration) and industrial legislation were part of this history. The result was a dramatic decline in the number of hours worked. During the mid-nineteenth century the twelve hour day and the six day week were standard. A hundred years later, in 1948, the average workweek in the private nonagricultural sector was eight hours a day with a five day workweek, or the forty hour week. Closely tied to this impressive reduction in the hours of work was the change in the number of years worked. The education-work-retirement life cycle came from this massive change in human culture and productivity.

The Eight Hour Day movement was closely linked to the agitation for free compulsory education which not only equipped youth for a more productive society, but which removed millions of people from the labor market. The development of agricultural and mechanical education was part of this effort. This aspect of the Eight Hour Day movement translated increased productivity into investment in human capital through education.

Over the past thirty years there has been an increasing body of thought that the notions of work, workers, and education are being redefined by new developments. Some have called it the post-industrial society, the end of the work ethic among workers, and the de-schooling of education. Some disagree with the arguments pointing to a major qualitative change in society. and in the concepts of work, workers, and education in particular.

During these same thirty years there has been no net change in the hours worked by male adults while real hourly wages have risen at an unusually rapid rate. On the otherhand the rate of unemployment has reached a level which some have called structural unemployment. Arguments for redefining the number of hours in a work week are becoming more frequent.*

There has also been no significant change in the number of years worked by adult males over the past thirty years. The 10% increase in longevity has been absorbed by a significant increase of the school leaving age and a minor increase in the number of years in retirement.** But pressures on the education-work-retirement life cycle have been increasing on all ends. Rapid economic and cultural changes are making it clear that adults will have to have life long access to education along with periodic educational leaves; pressures on the social security system and the ability and desire to work beyond "retirement age; increased entry into the labor market by women; and a growing feeling among the youth that education should continue elements of work; as well as some of the implications of the Quality of Work Life movement; are all elements of this pressure.

The renewed interest among workers in the shorter workweek, as both a collective bargaining and federal policy priority indicates that there is a possibility that the 30 year hiatus may be over. There is also some interest among unions in even earlier retirement. The desire for more leisure and the felt need to deal with unemployment and inflation are part of this picture. On the other hand some economists and government officials have grave doubts about the feasibility of a renewed decrease in working hours or the workweek either for productivity or unemployment policies.*** One thing seems certain, that there are a number of alternative futures in relation to work, workers, and education.****

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* Robert Clark, Adjusting Hours to Increase Jobs: An Analysis of the Options: A Special Report of the National Commission for Manpower Policy, Special Report No. 15, Washington D.C: September 1977.

** Fred Best and Barry Stern, "Education, work, and leisure: must they come in that order ?" Monthly Labor Review, July 1977, pgs 3-10.

*** John D. Owen, Hours of Work: Some Likely Effects of Future Reductions in the Work Week, for the Joint Economic Committee of the U.S. House and Senate, March 1979.; and Op. Cit. Robert Clark.

**** Thomas F. Mandel, "Alternative futures and adult education", Convergence 10:53-68, Winter 1977.

The Workers' Sabbatical seems to be an ideal policy step in testing the long run future of the relation between work, workers, and education, while at the same time being an effective short-run tool in dealing with unemployment and productivity. It deals with unemployment, the need for recurrent education, the life cycle, as well as the pressure on the Social Security system and the public sector in general. Worksharing, flexi-time, and paid educational leaves, issues which seem to have support in both camps of economists are highlighted by the Sabbatical. We believe that the Workers' Sabbatical is an ideal instrument for three basic political issues - the socially necessary amount of work per day, week or lifetime; the method of organizing work patterns in this society; and the recurrent need for education.

The Workers' Sabbatical _is_ the Eight Hour Day issue of the "post industrial society". It has the potential of vast popular support. It is not hurt by the "Proposition 13 fever". It raises the issue of how the productivity of the second industrial revolution shall be absorbed, human capital and happiness enhanced, and future progress guaranteed.

Education, Work and Workers

The inter-relation of education, work, and workers has existed since the begining of human experience. Education has always been necessary to preserve and advance the productivity of society and to arrange for the distribution of this productivity. Education has also been critical in the evolution of human culture and in how and for what purposes this productivity was to be used, while sanctioning the use of time not needed for production. It has been critical in the development of "occupations" when all of societies labor was no longer needed for minimal survival. These conditions have not changed. What has changed are the specifics.

The scientific, industrial, and cultural revolution of the past centuries has resulted in the development of a massive industry (both production and distribution) without which the rapid growth of productivity would not have been possible. This need for trained and educated manpower also resulted in the removal of a significant part of the work-force from the labor market into educational institutions, resulting in wage levels which in turn provided the consumption which made further productivity possible.

There is little doubt that this process is accelerating at rates undreamed of even 40 years ago. It has been estimated that by the year 2,001 "skilled workers will have to attend school at least four times in their lives to be totally retrained."* Some industries are already feeling the beginning of this need. The estimated rate of increase in knowledge marks the dimensions of this process. It is estimated that by the time a child born today is 50 years old, 97% of everything known will have been learned since the child's birth.

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* William Abbott, "Work in the Year 2001", _The Futurist_, Feb 1977, ps. 25-31.

If knowledge is to be applied systematically to increase productivity the educational cycle of education-work-retirement, which resulted from the political revolution of the past three centuries, will have to be dramatically altered and educational institutions drastically changed. Given the change mechanisms in education, this alone will be a major social task.

But a number of other considerations which relate education to work and workers must also be taken into consideration. The culture of the workers (the traditional form of the work ethic) and the need for more autonomous work teams to harness the new technology will require a very different form of education. The level of education needed to really participate as a citizen in a democratic society will also need a revolution in education. Issues such as SALT II, nuclear energy, and tax reform, already require far more education than is available to the bulk of our citizens. Appropriately handled this new need for education could remove the spectre of unemployment forever, while allowing people to pursue socially productive lives from a much earlier date than practiced today (in the industrialized world) till a time when they no longer wish to do so. The type of education needed would also be neither what is called vocational or what is called general education today, but would contain elements of both, and a new element relating them to each other.

The developments which we have been discussing are all part of this evolution. In 1975 private industry spent $10 billion on its own training programs. It is estimated that 17 million people were enrolled in adult education classes in 1976. Most professional licensing bodies are making retraining mandatory of practitioners. The use of education as a means of maintaining economic and political flexibility under the current "American System" has also attracted wide attention.* Yet the need for change and the rate of change seem to be dramatically unrelated. There is talk of a surplus of teachers, retrenchment of the education industry, and "closing down" its less efficient units. No dramatic public or private, macro or micro policy dealing with our known need for education seems to be on the "realistic" political agenda.

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* James O'Toole, Work, Learning, and the American Future, Jossey-Bass,1977., and his Work in America.

This should really not be surprising. The need for education in modern society has never been met by the free functioning of market forces. It has been the result of political action and the harnessing of productivity for the enrichment of human capital and human culture. It is here that the role of workers and their organizations has also been critical. A short review of this history is relevant to our study at this point.

Since the earliest days of the United States labor unions have been strong supporters of free, public, and at the lower levels, compulsory education. Carroll Hutton* has shown that this support was for "a broad, realistic and enriched curriculum for public education, and has believed that the gulf between educational experiences and life experiences should be narrowed and merged into a unified and meaningful totality." He points to four basic reasons for this continued leadership and support:

1) Education is one of the chief needs for a functional democracy and enlighted citizenry;
2) It is one of the main means of equal opportunity;
3) Education is a continuing process allowing for adjustment to a changing world;
4) It is part of the shaping of the nation.

The unions and political organizations of workers and those attempting to get their votes made free education and free books on a non-charity basis one of their early priorities, as early as the 1820's. In 1829 public schools in every locality, popularly elected school boards, free education for rich and poor alike, public funds were to be appropriated on a regular basis. In 1834 the Pennsylvania legislature was among the first to establish a free tax supported school system. Labor support was also important for the Morrill Land Grant Act which provided federal support for state and local educational efforts with 6,000,000 acres of federal land to support at least one agricultural and mechanical college per state 1862. In 1865, labor supported compulsory school attendance laws for all children from 7 to 15 with free books, for 10 months per year. This position was also taken up by the Knights of Labor in 1881. The right to education was also linked to prohibition of child labor under 14 in mines and mills. In 1887, at its convention the AFL called for compulsory free education, including the teaching of government. The labor movement saw education as the fundamental principal underlying all efforts at social reform. From that date on the AFL made education and organization for it at the federal, state, and local level a major policy issue. In the 1890's use of school rooms for public education and the right of teachers to receive adequate pay and then to organize became part of the AFL platform. Vocational and work-related education also became important issues as did extension and night school for workers over 16. Support for libraries, museums, and other cultural-educational issues was also a favorite theme of workers' organizations.

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* Carroll M. Hutton, Labor's Historic Support of Public Education: A Chronology, UAW Education Department; July 1974, page 2.

By 1918 the AFL was already supporting free community and junior colleges while intensifying the pressure to improve K-12 education. The support for education and its adequate financing, fair pay for teachers, small class size, vocational as well as general education, and special programs to provide access to education for all sectors of the society have continued to the present as priority items for the workers and their organizations.

The rapid growth after World War II of higher education, primarily located in the public sector, was not unrelated to the labor commitment to education. The cooperation between labor and community colleges over the past 20 years is most instructive in this regard and indicates the important role that workers and their organizations could play in adapting education to the role it will have to play in the future.*

Lois Gray identified five factors contributing to the drive for college education for workers:

1. A shift in the composition of the work force;
2. Increasing skill requirements in many occupations;
3. Rising income levels of unionized workers;
4. New constituencies of union membership;
5. New and increased demands on union leadership.**

These factors have created a strong interest in continuing education among blue collar factory workers***

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* Lois S. Gray, "Labor and Community Colleges", unpublished paper 1977.

** Lois S. Gray, "Training of Labor Union Officials" Labor Law Journal, August 1975.

***Peter B. Botsman "The Learning Needs and Interests of Adult Blue Collar Workers," College of Human Ecology, Cornell University New York 1975.

While a number of four year degree programs have been promoted by unions (AFL-CIO Labor Studies Center and Antioch College; AFSCME District 37 and The College of New Rochelle; District 65 and Hofstra University; IBEW and Empire State - Labor Studies, etc) the main focus of attention has been the community college. Occupational Education, Union Leadership Courses, Apprenticeship Training, Preretirement Education, Labor Studies are (in order of prevelence) the curricular results of this effort. While this is still a minority of the community colleges and while even among these there is lack of knowledge about negotiated tuition benefits and the labor movement, there is no doubt that this is an already important and growing response. The role of the unions in this effort has been and is critical.

Two structural results are important to note. First is the development of a professional organization which brings together labor leaders and labor educators, the UCLEA (University and College Labor Education Association); second, the development of labor advisory committees with roles in curriculum, recruitment and other key factors, relating the labor movement to these labor oriented programs. The number of labor representatives on governing boards of these institutions has also been increasing.*

The growth of two year programs has now set the stage for a major development in four year institutions. The role of the labor movement in this educational development will once again be critical. If the four year (or more) institutions provide programs responsive to worker needs, the labor movement will provide strong support with the institutions funding education and will provide invaluable help in reaching their members and in developing needed curricular options. This will require close cooperation and real partnership. If this comes to pass the same forces which have generated the growth of education will again be in action. Such a coalition will have a major effect not only on education, but on the shape of work and the availability of jobs in this society.

The **issue of Paid Educational Leave** and the use of existing **educational benefits** sets the connection to the Sabbatical.

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* Herbert A. Levine "Union-University and Inter-University Cooperation in Workers Education in the U.S.A." ILO, Geneva, 1973.

Paid Educational Leave: The Need for Education

At its 11th Constitutional Convention (1976) the Canadian Labor Congress passed a policy statement recommending the implementation of paid educational leave on Canadian government and business. This resolution clearly defines the concept. We quote:

> "The promotion of education and the training of workers throughout their occupational lives is not only important to the individual but also the enterprise, the economy and for society as a whole.
>
> "In recognizing the need for life-long education, it is also important to recognize the need for continuing economic security during the education or training period and after entering the workforce. It is important that we must compensate for educational inequalities of the past and promote greater equality in the future. Education is proclaimed by the United Nations to be a basic human right. As the country as a whole will benefit, the country as a whole must be prepared to accept the economic task on a more equitable basis than in the past.
>
> "In order to achieve this goal, a national system of paid educational leave must be implemented. Only through a programme of paid leave can we guarantee equal access to education, and thus jobs and full community participation for all of Canada's workforce.
>
> "At the present time, those who are assuming the major tax load for education are the same people who are not able to take advantage of further education. The present system in Canada demands a double payment for post-secondary education, once through taxing and once through direct payment to the institution. To make this double payment while maintaining a home and support for self and family is an unfair burden that precludes higher education for much of our workforce.
>
> "Paid educational leave as it is presently constituted exists only for those who already have a high level of education and thus the bargaining power to demand leave for job upgrading and retraining or sabbaticals for related training and study.
>
> "These opportunities for self development must be extended to all.

"Convention No. 140 - Paid Educational Leave was adopted by the International Labour Conference in 1974. The principles enunciated by this Convetion area:

- that Paid Educational Leave is defined as leave granted to a worker for educational purposes for a specified period during normal working hours and without loss of earnings or other benefits;

- that PEL shall be implemented by collective agreements or be given effect by national laws or regulations;

- that PEL shall be granted for the purpose of training at any level and of general, social, civic and trade union education;

- that PEL be embodied in a philosophy leading to the acquisition, improvement and adaptation of occupational and functional skills leading to the promotion of employment and job security; to active participation in the life of the community; to lifelong education and training facilitating adjustment to contemporary requirements; and to the human, social and cultural advancement of workers;

- that PEL take into consideration and be co-ordinated with general policies concerning employment, education and training;

- that all parties involved in education and training be involved in the formation and application of the promotion of PEL;

- that PEL be flexible enough to take into consideration the needs of all workers in all localities;

- that financing be on a regular and adequate basis;

- that PEL be available to all workers without discrimination and that its conditions be in conformance with existing rights under collective agreements, laws and regulations;

- that eligibility may vary with the type of training to be undertaken; and

- that PEL in no way affect the normal rights and benefits derived from employment relationships."*

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* Canadian Labour Congress, Policy Statement: Paid Educational Leave, 11th Constitutional Convention, 1976.

This adopted policy of the CLC reflects the spread of the Paid Educational Leave concept which has been documented by one of the world's leading experts on worker education, Herbert A. Levine.* In reporting on the paid educational leave developments internationally and in ten countries he sees four basic elements:

> "-The purpose of paid educational leave programs goes beyond job training and specific skill development."
>
> "-The principal of a right to educational programs is being accepted by employers, union and government bodies."
>
> "-The proportion of employed adults eligible for these programs is being expanded."
>
> "-New partnerships among unions, employers and educators are being formed to promote these benefits for individuals."

The ILO Convention cited by the CLC resolution was the result of seven years of analysis, discussion, research, negotiation and compromise before being adopted by representatives of employers, unions, and governments of 130 nations.

The ILO recommendations went on to state that PEL should not be seen as a substitute for adequate education and training in earlier life and that its recommendations should be implemented by means consistent with the differing practices of the member countries, like: national laws and regulations, collective agreements, arbitration and awards, or other means consistent with national practice. It went on to state that:

> "Workers should have the right to educational opportunity without having to give up their jobs or sacrifice their income and other benefits;
> "Workers should remain free to decide in which educational or training program they wish to participate;
> "Education and training programs should be developed with the threefold objective of: (a) concern with the national interest; (b) the needs of the specific industrial enterprise; and (c) the individual's self-improvement."**

Professor Levine reports that the PEL concept has become accepted by the Organization for Economic Cooperation and Development (OECD) and its Center for Educational Research and Innovation (CERI) whose studies were critical at the June 1975 meeting of the European Ministers of Education. The adaptation of national legislation and of the national institutions of higher education to meet the needs of lifelong learning were central to these discussions. As the different nations started to implement PEL the low rate of utilization becomes a second area of major concern.

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* Herbert A. Levine, Paid Educational Leave, NIE Papers in Education and Work: Number Six, March 1977, U.S. Department of Health, Education and Welfare, National Institute of Education, Washington D.C., 1977, page 3.

** ILO, Paid Educational Leave, Report IV 1 & 2, International Labour Conference, 59th session 1974. Also see Report VI 1 &2, 58th session 1973.

Levine's analysis of the evolution of PEL in ten major industrial nations also shows some very interesting patterns. Awareness started in the late 1950's and 1960's. Since then every country has passed legislation to enhance vocational and educational opportunities. This was done during the late sixties and early seventies. The next stage of development was the inclusion of general and civic education as part of the concept of worker education. Social and political differences between countries have led to variations as to the means of implementation - federal or state legislation, governmental or collective bargaining as the process.

While the concept in the late 1960's and early 1970's deal with the need and desire, the growing rate of unemployment has led to many seeing PEL as major manpower option. This has made the concept much more popular and increased the amount of time available for education and the funds available for supporting it.

Common basic principles in all countries are:

- the right to be absent from work for education without loss of pay or job;
- legitimacy of a variety of educational options.

Some of the important differences are:

- which group of workers has the right to PEL - in some countries those under 40; special skills; trade union activists;
- how much time is available and the level of funding - in some countries the PEL time is a compensation for previous time spent by the worker at his or her own expense - up to a certain fixed limit; in others to prepare for exams; in others to take courses; in some a combination of the above;
- the types of educational experience also varies greatly from specific trade union education, to specific skill training to the broadest purposes;
- the source and means of financing vary from a payroll tax administered by the central government with a labor/management advisory system to allocation out of tax revenues to labor/management contractual agreements.

The great variations between countries on social policy also impact on adaptation of the PEL concept. In a number of European nations unemployment benefits are very close to the workers' base pay. A policy which allows the employed worker to get an educational leave at unemployment compensation levels if the employer hires an unemployed worker thus causes no hardship for the leave taker and no need for extra funding. In other countries, such as the U.S. unemployment benefits are significantly lower than the base salary, making this approach to PEL less operative.

One of the experiences which seems common to all of the countries studied is the difficulty that traditional educational institutions have in providing desired and needed programs in line with these new developments. This seems to apply to educational systems suffering from enrollment declines due to demographic and fiscal trends as well as those enjoying relative affluence and projected enrollment growth. The low rate of use of these benefits seem to be another common experience. There of course is a close connection between these two findings. We will discuss them a little bit further on.

Support for Paid Educational Leave in the U.S. Labor movement dates back many years and is stronger than ever as evidenced by the statement of **Carroll Hutton**, Director of the United Automobile Workers (UAW) Education Department at the June 2 and 3, 1977 national paid educational leave conference at Wayne State University.* Industry has used the concept for many years for mostly non-unionized higher personnel. But one of the steps in moving towards paid educational leave for unionized workers has been the growth in the availability of tuition rebates.

Tuition Rebates: The Use of Educational Opportunity

In the late 1970's it was estimated that 1,600,000 U.S. workers are covered by tuition aid plans resulting from 198 negotiated agreements in the private sector.** This is a growth from 860,000 workers and 60 agreements in the early 1970's.*** In contrast there are 558 on-the-job training provisions, 99 general training provisions, and 65 educational leave of absence agreements. An even greater proportion of companies have selective (non-contractual) tuition-aid programs, Significant amounts of money are spent by corporations for educational purposes, though 80% of these are for internal training activities.

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* Statement of Carroll M. Hutton, Director UAW Education Department, to Hearing on Human Resource Development and Adult Education at McGregor Memorial Conference Center, Wayne State University; June 3, 1977.

** Ivan Charner, Kathleen Knox, Allen E. LeBel, Herbert A. Levine, Lawrence J. Russell, Jane E. Shore, An Untapped Resource: Negotiated Tuition-Aid in The Private Sector, National Manpower Institute, Washington, D.C. 1978. Tuition-aid in the public sector is even more extensive.

*** U.S. Department of Labor, Bureau of Labor Statistics, Characteristics of Major Collective Bargaining Agreements: July 1, 1974, Washington, D.C.: U.S. Government Printing Office, 1974.

The study of these tuition-aid agreements* gives us much significant information about the worker interest in education as viewed by management, unions, and the workers themselves. It is critical to know the nature of the barrier to utilization of existing educational benefits if an educational sabbatical is to be implemented.

The National Manpower Institute study shows that the prevalence of tuition-aid programs is increasing but that their use by eligible employees is minimal. In reviewing the literature they find that tuition-aid in the private sector is a virtually untapped resource for financing the educational pursuits of workers.**

According to NMI there are five 'principals' involved in utilization of tuition-aid: Society, the employer, unions, workers, educators. These same actors plus the government would be involved in the sabbatical plan. The motivation of the principals and the availability of educational opportunities are the basic factors in the functioning of such programs.

The motivation of society is that of creating effective citizens, productive workers, and in the case of the sabbatical - increasing employment. The motivation of the employer is to meet skill requirements, improve worker productivity, improve company relations with workers and unions, and in some cases adjust the organization of production to felt changes in the culture of the work force (QWL). The motivation of the union is to enhance the worker's personal satisfaction, meet needs for job security and career advancement in times of major technological and economic change and increase the workers' role in the economic decision making process of our society. It is generally assumed that the motivation of the workers is the same.

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* Op. Cit; National Manpower Institute.

** Ibid. page 5.

> "The primary purpose of this study is to identify barriers that limit the number of workers taking advantage of these benefits and to suggest ways to remove these barriers. This is not however, a study of the entire tuition-aid system. Instead, it reflects the growing interest and concern about the low rates at which workers, particularly blue-collar workers, are taking advantage of negotiated tuition-aid opportunities."

The NMI study indicates major differences in perception between company, union and worker. These differences in perception in themselves can be seen as barriers.

The company view sees a major portion of the problem as due to the workers themselves. Of the company officials studied over 70% said that "workers" interest in attending courses on their own time is low. No other explanation was deemed important by more than 49% of the officials.

The following reasons were seen as having some importance by between 49% and 21.5% of the officials: supervisors do not encourage workers/employees under them to participate (49.2%); the company does not give time off or adjust schedules to promote participation (41.1%); insufficient incentives are used to reward participants (35.3%); workers do not have enough information about the program (31.4%); workers feel inadequate to understand or complete courses that are available (31.4%); course schedules offered by local educational institutions are not flexible enough (29.4%): workers object to paying income tax on tuition-aid programs (27.5%)*; counseling services in the company/union are not sufficient (27.4%); management does not encourage participation sufficiently (27.4%); workers lack information about educational opportunities in the community (25.5%); the location of classes are not convenient for workers (25.5%); support services (child care etc.) are inadequate to give workers enough free time to participate (23.6%); workers are unwilling or unable to repay the costs of courses.

The other reasons which have some bearing on barriers but felt to be of importance by less than 20% of the company officials were: the range of courses offered by local educational institutions is too limited; workers do not participate because of social pressure from other workers; the application procedures and approval procedures are too complicated; and eligibility criteria in the plan are too restrictive.

The union perceptions as we shall see are radically different. Union officials see an interplay between restrictive company policy and resultant limitation of worker interest as being at fault. Seven reasons are seen as significant by over 50% of the union officials. The company does not give time off or adjust schedules to promote participation (75%); workers' interest in attending courses on their own time is low (61.6%); insufficient incentives are used to reward participants (55.7%); management does not encourage participation sufficiently (55.7%); the range of courses offered by local educational institutions is too limited (53.8%); supervisors do not encourage (51.7%); counseling services in the company and union are not sufficient (50.0%); workers do not have enough information about the program (46.2%) is the eighth reason.

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* At the time of this writing the IRS decision seems to have been reversed.

On the union side the reasons only mentioned by less than 44% and more than 20% are: course schedules offered by local educational institutions are not flexible enough; shop stewards do not encourage workers under them to participate; eligibility criteria too restrictive; support services inadequate; workers lack information about educational opportunities in the community; the location of classes are not convenient for workers; plan application and approval procedures are too complicated; workers feel inadequate to understand or complete courses that are available; workers are unwilling or unable to repay the costs of courses.

Among the workers covered by tuition-aid agreements the following eleven areas are identified as problems by 56% to 25% of those interviewed: not enough company encouragement; not enough information about courses is available; no promotion or better job results; company won't allow schedule change or give time off; family responsibilities leave not enough time; subject matter limited for tuition-aid; not able to pay in advance and wait for reimbursement; schools don't offer courses at convenient times; too much company red tape in application and approval; aid plan doesn't pay enough of the cost; company doesn't really care about tuition-aid benefits.

Two important differences were discovered between those using and those not using benefits - prior level of education and age. But it does not seem to be that barriers are perceived as being due to these factors by the workers themselves. It is inadequate program information, lack of counseling. The study goes on to show that some 68.9% of all workers would be likely to utilize the benefits if the problems disappear. Thus the workers perception is dramatically different from that of the company and somewhat different than the position of the union officials.

The experience of the US/WC program is in substantial agreement with the NMI findings and the views of the workers about the barriers. We have two additional insights - first, is that there is a cultural issue involved which must be overcome if workers are indeed to have access to education - education must be seen as part of the culture at work and in the community by working adults - this involves a critical mass approach; second, there is a cultural issue involved on the part of educators and educational institutions starting off with the recognition of the difference between the adult learner and the just-out-of-high school student and going to the culture of the academics themselves.

It is important to note some of the major areas of agreement between our experience and the findings of the NMI study.

Workers show a high interest in education for a wide number of reasons, while in many cases company and union officials do not perceive this to be so.

Key to arousing this interest is a massive educational campaign using all media, but particularly word of mouth and classes on site (demonstration effect) to acquaint workers with the benefits and the wide range of opportunities available. This must be linked to union-company-educational institution counseling. Equally important is an educational program with a delivery system, curriculum, and organizational structure geared to the working adult student. Time off for study and direct billing to the company would massively alter the present low rate of educational benefit utilization. Family education, like health benefits, would also go a long way in helping.

The Workers' Sabbatical given to 1,000,000 would go a long way towards dealing with some of these problems. First, it would serve as a symbol around which a national educational campaign covering all educational options for adults could be organized. Second, if eligibility to the sabbatical were based on previous educational participation while at work, the use of these benefits would increase dramatically.

The Worker's Sabbatical would be a major means of dealing with the barriers reported in the NMI study and the general literature on the use of educational benefits or opportunities by working people. It would also create the pre-conditions necessary for the educational institutions in providing real access for working adults.

Sabbaticals

The Sabbatical is a combination of paid educational leave and tuition rebate, at least in its Workers' Sabbatical version. Two specific features of our Sabbatical are its educational focus and its financing from federal unemployment and related funds. We will focus on the reasons for those two particular points a little later on. But first let us see what we can add to our knowledge based on other sabbatical programs or proposals.

In early 1966 high seniority cannery workers in Northern California took their first "sabbatical leaves" which when combined with their annual four week vacation amounted to 13 weeks. This sabbatical was the focus of a very important study* of the use of leisure among American workers and the possibility of translating productivity gains into reduced working hours rather than increased monetary income. In addition this study disproved the popular notion of the inability of workers to use leisure time. Ted Bradshaw showed that in overwhelming numbers, cannery workers regarded their sabbatical leave as a chance to do satisfying things.

The 1964 contract between the California State Council of Cannery and Food Processing Unions, International Brotherhood of Teamsters, Chauffeurs, Warehousemen, and Helpers, and the California Processors, Inc contained a "sabbatical plan" which went into operation on January 1, 1966. The plan provides nine weeks of sabbatical leave vacation - over and above the worker's normal four week vacation - with pay once every five years. The plan is restricted to workers with over 15 years regular year-round seniority. The plan is jointly administered by union and management through a trust fund into which all employers covered by the contract pay an amount of money based on the total number of hours worked by non-management plant employees.** A unique feature of the plan prohibits moonlighting by persons on sabbatical leave. The leaves are scheduled during times agreeable to the employer, but also during period of prolonged illness or lay-offs, or they can be postponed until just prior to retirement. The stated purpose of the leave was for 'refreshment and enrichment of the indivdiual.' 679 workers (28%. of those eligible) took the sabbatical the first year it was offered.

In the study some important findings in relation to sabbaticals for workers were made. First, the workers enaged in activities usual to their other lesiure time pursuits, with few starting new activities during their leaves. Second, the reason for this peristance of behavior seems related to lack of previous contact with cultural, educational, and community activities, reenforcing our opinion of the place of these activities in the culture of workers by a systems breakthrough and by outreach efforts of our educational institutes based on the needs and desires of the workers. Ethnic, age, education, type of work performed, activity in union or other groups, all created different sabbatical outcomes in this study. The fact that over 40% of the spouses worked during the sabbatical was an important problem and our Sabbatical extension to spouses is not unrelated to this and similar observations. Despite a number of similar problems with the sabbatical the workers were highly satisfied with the experience.

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* Ted K. Bradshaw, Cannery Workers Sabbatical Leaves: A Report on the Study of Thirteen Week Vacations, Unpublished Center for Labor Research and Education, University of California, Berkeley, undated.

** Ibid; page 2.

In the conclusions of this report* the author argues that a focus on education or other cultural activity "will not appeal evenly to all types of workers, but will appeal mainly to those oriented ..(to such activity)...Second, such programs will not significantly increase satisfaction with the sabbatical leave." The first argument is based on actual findings in the study. The second is the author's view based on familiarity with the workers. We disagree with the second. In relation to the first we would say that there is a strong case for sabbaticals for any purpose if the sabbatical is either financed by the worker or out of a collective bargaining agreement. The case is much weaker for a federally financed sabbatical as we shall see later. Whatever our views may be, the Bradshaw study has shown that the sabbatical is a viable activity enjoyed by those who bargained for it.

Access to Higher Education

When reading the study of the Cannery Workers or those of the Steel Workers it is surprising how few of the sabbaticals were used for educational purposes. It is here that we believe a tie-in with the studies on tuition-aid and paid educational leave must be made. The name of the link is access. How many of the sabbaticals would have been used for educational purposes had employers and unions and higher educational institutions developed an access system which the aspirations of workers for education could have used ?

The issue of access to higher education are central concerns for nearly all federal agencies dealing with education and culture. The Congress of the United States in its basic legislation founding the National Endowment for the Humanities, the

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* Ibid; pages 96-99.

National Council for the Arts, the Fund for the Improvement for Post Secondary Education, and a wide array of other Office of Education (HEW) funding has clearly made the issue of removing barriers to education or access one of its primary concerns. Private foundations and a number of associations in higher education have also made this issue a top priority.

The Third International Conference on Adult Education (Tokyo 1972) raised the need for detailed study of conditions dealing with worker access to education and UNESCO held a follow-up symposium in Paris in December of 1975 bringing together international trade union and educational officials.*

The participants saw the concept of lifelong education as the most productive one in providing access to education for working people. The goals of education were similar to those supported through the ILO Convention discussed earlier in this section. Trade unions and co-operatives in developed nations were felt as critical components in developing such education. The participants felt that governmental action was necessary to develop access and that knowledge of the demand for education was necessary in shaping the type of educational experience which would break through the barriers. The following needs were identified:

-the great interest that young people take in their environment, their curiosity and thirst for knowledge;
-the wish of workers to take part in the development of their education;
-the fact that topical problems such as employment and the development of society include an educational dimension and that, consequently, appropriate education could be a factor in solving them;
-the desirability of giving a place in the curricula of formal education - at least at the University level - to studies concerning the history of the working class movement and its efforts to secure justice; awareness of the working world in a changing world environment should be extended to education as a whole.

A wide variety of other issues dealing with access were discussed. Time and funding for education while not giving up the right to work was found critical, but so was the nature of the curriculum, the delivery system, and the organizational structure of the educational offerings and how they fit into the culture of working people. The workers had to be part of the development of the curriculum, the teachers had to be able to deal with them as adults (thus human equals), the positive force of workers' peer group relations had to work for education and support those participating in it.

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* Convergence, Vol. IX, No. 3, 1976.

Underlying all of these access issues is a principal which the US/WC program was designed to deal with. One of the key elements in access is the existence of feeder-systems which provide continuing links between the institutions of learning and the location of the potential students. The absence of such institutional links is equivalent to a barrier, it also represents the lack of institutional consciousness of the existence of working adults as possible students and thus represents barriers in curriculum, delivery, and administrative structure and procedure. All higher educational institutions all over the world have feeder systems from the mandatory (compulsory), primary and secondary eudcational systems, and in the U.S. and Canada to community colleges. In most countries and in most of their regions there are no equivalent feeder-systems to institutions, agencies, organizations, and communities of working adults. The task of lifelong learning is first of all to provide such linkages or feeder-systems or the constituency of adult education will be those who have already become involved in post secondary institutions. Education will thus remain peripheral to the world of work. The Workers' Sabbatical is designed to deal with this problem by providing the time, money, and job security on one hand and on the other creating a sufficiently large number of sabbatical students to encourage the educational institutions to remove their section of the barrier.

In the United States a number of proposals to make education accessible to workers have been put forward in recent years and a brief review of them will underline the viability of the sabbatical as the break-through point.*

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* M. O'Keefe, "The Adult, Education, and Public Policy" Aspen Institute for Humanistic Studies, 1977,

The proposals* see tuition costs as a universal barrier. They then divide as to the need for providing time for study. Those that find the need for such time as a potential barrier usually recommend some form of income maintenance while the individual is involved in the educational program. Most also recommend funds for counseling, educational materials, and grants to institutions to encourage new services.

The amount for income maintenance recommended (this was in 1977) varies from a maximum of $5,600 to full-time support for up to 24 months at 75% of previous income level, with a variety of options in between.

From these proposals one can say that there is near unanimity in the need for covering tuition costs, nearly an even split on income maintenance (or giving the potential student time off to study with pay), and wide range of disagreement as to the amount of funding needed for income maintenance.

The lowest priority seems to be funding the educational institutions to provide a new delivery system, recruitment, counseling, and curriculum development. It should be noted that all of the listed proposals are concerned with providing access to working adults.**

The source of funding also differs from pay-roll deductions into interest earning federally maintained and supplemented accounts to outright allocations from the federal budget. Employee and Employer pay-roll tax seems to be the most popular.

In late 1976, Congress added a lifelong learning program to the Higher Education Act of 1965. Though this program has not been funded to date it empowered the Assistant Secretary of

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* Ibid; pgs 30-32. The proposals listed are: Adult Recurrent Education Entitlement Vouchers, Massachusetts (Nolfi, 1973/74); Age-Neutral Educational Entitlements (Kurland, 1975); National Economic Security Fund (Striner, 1972); Generalized Educational and Social Entitlement (Cartter in Carnegie Commission 1973); Income Contingent Loans: Educational Opportunity Bank for Adults (Biederman and Billings in Mushkin, 1973 after Hartman 1971):Workers Self-Renewal Plan; Universal Worker Self-Renewal Program (O'Toole, DHEW, 1973); Human Investment Fund (Dresch in Mushkin 1973).

** There is also a wide difference as to which adults should be funded from one proposal which includes all people over 18 to one which deals with older workers in declining industries.

H.E.W. to identify existing barriers to lifelong learning and to propose solutions. These barriers were considered to include financing and administration of needed programs, review of existing opportunities, and assessment of the roles of government, education, and the community in this process. Clearly there is a very long way to go before the issue of access to education for working adults has been adequately dealt with.

The studies of paid educational leave and the use of tuition rebates have shown clear institutional barriers which prevent workers from taking advantage of existing opportunities. The problem seems to reside, at least in part, with the curriculum, delivery system, and organizational structure of the educational institutions and the need for making workers aware of the benefits and counseling as to their utilization.

The Workers' Sabbatical would create the incentive for educational institutions to develop these elements, while at the same time giving the working adult the resources of time and job security to take advantage of this opportunity and need for education. It is clear that workers and their organizations are critical in expanding educational opportunities and are indeed committed to such a goal.

UNEMPLOYMENT AND PRODUCTIVITY

Whereas the Workers **Sabbat**ical would provide a major force for the spread of education and the use of paid educational leave and tuition rebates, it may also be the most effective means of dealing with another key, work related problem - unemployment and productivity. These are priority items for the American labor movement at this time.

Movement Among Workers

The **All** Unions Conference to Shorten the Work Week was held in Detroit on April 11, 1978 with close to 1,000 delegates from all sectors of the U.S. labor movement. The delegates represented a wide spread feeling among workers. It stated that the U.S. was suffering from **structural** unemployment. The only way of dealing with this issue, in the eyes of the conference, was to shorten the work week, the number of hours worked by the employed.

In January of that year there were 6,226,000 jobless in the U.S. The Conference claimed that an additional 1,000,000 had given up looking for jobs, that many people worked part-time jobs because they could not find full-time ones, and that the unemployment rate was in reality 8.8%. They went on to state that President Carter's 1981 goal was to reduce unemployment to 4.75% which they claimed would represent 7,000,000 unemployed workers.

The statement of the conference went on to analyze the number of jobs which would have to be created between 1977 and 1981 to meet such a goal. Their estimate was that 5.8 million jobs would have to be generated every year, for four years, of which 1.8 million would be for first job seekers; 2.4 million for those annually displaced by increasing productivity, and 1.6 million to hire the presently unemployed.

The conclusion of the conference was that the only means of generating this number of new jobs was to reduce the average work week to 35 hours. The conference went on to organize local committees to support Congressman John Conyers' bill (HR 11784) which would amend the Fair Labour Standards Act to:

1) Increase the penalty for overtime from the present time and one-half to double time;

2) Provide for payment of this penalty after 35 hours in a given week instead of the 40 hours as provided by law:

3) Ban compulsory overtime.

Further legislation has been introduced since the conference was held in 1978 aimed at reducing working time and making it more advantageous for employers to hire new workers rather than using over-time. The push for shorter working hours has also been reflected in collective bargaining. The UAW is moving to a four-day workweek (at five days pay) by increasing paid vacations, holidays and personal time-off. There have also been rumblings for limiting the "work" part of the life cycle (to 25 years) given an adequate pension plan.

A number of prominent labor economists see much merit in the labor movements stated goal of reducing worktime to fight unemployment.* These experts see the goal of full employment as distant. They feel that neither tax cuts nor public works are adequate tools in dealing with unemployment. Furthermore they have observed the use of the reduced worktime tool and the payment of unemployment benefits for loss of "part" of work** as effective tools used in Europe but not the U.S.

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* Sar A. Levitan and Richard S. Belous, "Reduced Worktime - A Tool To Fight Unemployment" Worklife, April 1978 pp22-26.

** This concept involves reducing worktime of the work force to let us say 75% and then paying unemployment compensation for the other 25%. This is equivalent to subsidizing workers for working less time so that unemployment is partial and shared. This is not possible under U.S. legislation (or the percent of one's wages covered by unemployment benefits)

Some structural unemployment is the result of foreign competition. This has been most severe in the older industrial areas of the United States (New England, Middle Atlantic, and the Great Lakes - where since 1966 1.4 million manufacturing jobs have been lost, a decline of 14%.)*. This affects older workers and older urban areas. Efforts to relocate the workforce have not been successful and in any case pose severe threats to urban neighborhoods and the viability of these older cities. As a result there has been a growing push for protectionism and a struggle between states to attract or retain industries by tax rebate or abatements, undermining the fiscal viability of these older areas. The Trade Act of 1974 was designed to deal with some of these issues by providing(among other items) unemployment benefits of 70% of previous earnings and for a duration longer than normal unemployment benefits. During the first 30 months of this legislation some 255,608 workers received benefits.

Constraints Seen By Economists

There is serious doubt among a number of economists about various reduction of working hour policies as means of dealing with unemployment. There are a number of reasons for these views.

The National Commission for Manpower Policy** explored the use of unemployment insurance to subsidize workers put on shorter work schedules during a recession in order to maintain a larger work force. They explored what would happen if it would be possible to reduce working time by 3-4% of the 91 million working to absorb half of the unemployed, which they estimated at 7% of the total work force. This study came to the following conclusions:

- Due to differences in skills of workers, their location, the market prospects of different firms and industries, capital and technological factors, etc, an across the board reduction of working time would not work;

- A major new consideration in the labor market is the rise of the two worker household, which means that any policy in the manpower field must consider the reaction of the household, rather than that of the individual worker;

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* "A New Layer of Structural Unemployment" Business Week, Nov. 14, 1977.

** Robert Clark Adjusting Hours to Increase Jobs: An Analysis of the Options, National Commission for Manpower Policy, September 1977.

- Fringe benefits, hiring, training, overtime costs, payroll taxes, and the wage rates themselves are the major cost items influencing the firms response to manpower policies;

- Since the key New Deal legislation of the 1930's - the Fair Labor Standards Act, Unemployment Compensation, Social Security, Walsh-Healy Public Contract Act etc. - fluctuations in working time has been the key balancing wheel in the labor market and only after such fluctuations have reached their outer limits by means of over time does new hiring come into play.

The conclusion of the report is that existing incentive structures should be shifted from a preference for overtime, (as opposed to more jobs) to at least a neutral position. This would require substantive changes in federal (and in some cases State) legislation:

- Restructuring the unemployment system to provide compensation for involuntary reductions in work schedules.* This would at least maintain existing jobs by sharing unemployment as a percentage of time not worked and subsidizing the worker for the time lost.

- Removal of employer payroll taxes for new hiring during periods of high unemployment and possibly altering the ceiling on percent of wages upon which social security and other taxes are based.

- Assessment of the taxable nature of fringe benefits, including care in the financing of national health insurance if it should be passed.

- Research into the complex interactions among a labor force with changing sex and marital characteristics, more part-time workers, and new steeper payroll taxes.

The Manpower Commission Report thus favors "worksharing" as the means of dealing with unemployment but sees change in government policy in relation to subsidizing job maintenance by part-time unemployment compensation and changes in taxes encouraging more jobs rather than more over-time as the means of dealing with unemployment. Thus its aim is a shorter workweek but by quite different means than those proposed by the labor movement. The report also recommended looking into flexi-time, a variety of other worksharing schemes, and the Sabbatical.**

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* This policy, non-existant in the U.S., has been widely adopted in Europe. In 1975 close to two million European workers were involved.

** Ibid, page 56.

Some authors are even more doubtful about the impact of a reduced workweek. John D. Owen* sees serious productivity problems and even in the shortrun little relief for unemployment from such policies. He sees the decrease in hours worked from the middle of the 19th to the middle of the 20th century as a result of the "fatigue effect", of workers translating rising productivity and wages into leisure to enjoy increased productivity. He and other experts believe that this factor will not be so important in the future.**

The factor which Owen sees as being more important in the future is related to "life-time" rather than weekly changes in hours. At one end of the life-span he sees "full skill maturity of the average American at age 30" related to major education and training costs and at the other end "a period of 10-15 or more years of idleness at the end of working life", thus increasing the pressure on the mid-period of life. In discussing reductions in the workweek the impact on increasing labor costs, decreasing productivity, and dubious unemployment absorption become central concerns. Temporary worksharing is however seen as a policy worth considering in periods of high unemployment.

Work and Leisure Sharing

Senator James R. Mills (President Pro Tempore) of the California Senate has held hearings and introduced legislation in relation to leisure and worksharing. The anticipated employment impact of Proposition 13 was one of the stimuli for such action. The essence of this approach is to allow employed workers to trade work time and related pay into leisure time and jobs for the unemployed. The employed worker would only give up a small proportion of their worktime while the unemployed would receive full-time jobs.

The legislation is based on research findings that 5-15% of current full-time employees are actively interested in a modest reduction of worktime and half of the workers said they would prefer an extra week's vacation to a 2% pay raise. The focus is thus on employers' ability and interest to respond to such worker preference.

To encourage a positive employer response, the proposed California legislation would guarantee an interested employer that unit labor costs would not rise if the employer participated in the work and leisure sharing program. Grants would be made available for this problem during a major demostration project. Changes in payroll taxes and some plans related to fringe benefits and training costs would be proposed if the demonstration project was successful. The legislation was introduced on February 12, 1979 as Senate Bill 371. This is a simple plan where workers trade income for leisure time and employers are compensated for their costs in agreeing to such a worker request. While the European "unemployment sharing" plans use unemployment compensation funds to give the employed some more time-off with some additional income to compensate loss of wages, the "leisure sharing plan" uses the saved unemployment funds to compensate the employer.

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* John D. Owen, Hours of Work: Some Likely Effects of Future Reductions in the Work Week, for the Joint Economic Committee of the U.S. House and Senate, March 1979.

** We see the rise in agitation for the shorter workweek as indicating that fatigue is not so much a physical as a cultural-psychological factor, open to more basic changes over time than a physical concept would imply.

Our own meetings and workshops (carried out under this NEH grant) with Detroit area workers and union activists confirms the various findings* which imply that a significant portion of the workforce would prefer time-off to pay raises given maintenance of current purchasing power. Given this condition the policy question seems to be what type of incentives to use to have workers trade productivity increases for leisure time and for employers to authorize such a trade.

The Sabbatical

Some public officials have come to the conclusion that the key break-through in worksharing is the sabbatical. Jule Sugarman, Vice Chair of the Civil Service Commission** stated that the nation'sbasic social problems can not be addressed until there is full employment, but that it is unlikely that most full-employment proposals will be accepted. Low productivity and work dissatisfaction, the need for critical human services (manifested by a major shortage of personnel in these areas), and the area of criminal justice/ substance abuse, etc. He sees the advance of technology, shortages of energy and resources, unwillingness to levy additional taxes, and inflation as leading to even more restrictive growth patterns and thus more unemployment. Only a public policy of worksharing can cope with a problem of such dimensions. He then suggests his version of the Decennial-Sabbatical Plan. Job change,* opportunity for voluntary service, and the need and desire for continuing education are three additional benefits he sees emerging from his plan. These goals are compatible with our sabbatical proposal.

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* Fred Best and Barry Stern,"Education, work, and leisure; must they come in that order ?" Monthly Labor Review, July 1977, page 5.

** Jule M. Sugarman, "The Decennial-Sabbatical Plan" College and University Personnel Association Journal, Summer 1977, pp. 47-52.

The Decennial-Sabbatical Plan is based on a plan where the worker or the employer set aside 6% earnings over 9 years which if invested at 5% would allow the worker the tenth year off for any purpose whatsoever. If the person did not use the tenth year as a sabbatical 50% of the fund would be lost. Sugarman points out that at least 20% of the population don't earn enough to be able to set aside 6% of their gross income.

A sabbatical plan is also proposed in Work in America**. The amount of money to be paid would be 70% of the salary (estimated in 1973 at an average of $5,600). It would be financed by an increase in the payroll tax, plus some federal funds, or possibly some of the $30 billion being spent by the federal government in higher education.

A third plan was put forward by New York State Assemblyman Edward H. Lehner*** providing for a six months sabbatical every ten years at ages 30, 40, 50, and 60. The recipient would receive the same amount of money which would be paid if he or she were unemployed.

There are significant differences between these sabbaticals and our Workers' Sabbatical, but what is important at this point is the view of this wide range of people and many others that the sabbatical is the best means of dealing with unemployment and that it has many side benefits including relieving the social security of a significant amount of pressure.

On May 27, 1977, hardly a week after his election to the presidency of the UAW, Douglas Fraser made this statement in regard to paid worker sabbaticals:

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* Frederic Jacobs and Peter Cowden "The relevance of recurrent education to worker satisfaction", Monthly Labor Review, April 1977, pp 61-64.

** James O'Toole, Work in America, MIT Press: Cambridge, Mass., 1973.

*** Edwrad H. Lehner, New York Times, 16 December 1978.

> "The UAW has introduced into its collective bargaining agreements over the years the concept of reduced work time for its members. This has been accomplished in many innovative ways and for a variety of reasons. We have incorporated into our contracts paid vacation and holidays, longer rest periods on the job, early retirement, additional personal days off with pay, and the list continues to grow. Because of our continuing support for the concept of life-long learning, we will be considering in future negotiations the proposal of paid worker sabbaticals for educational purposes. We will in this way offer management the opportunity to join with us in support of the lifelong learning concept for their employees. Paid worker sabbaticals do much more than encourage individual growth; in our increasingly technological society, with the changing demands of skills, education, and adaptability, continued growth of our economy has been made possible because of an increasingly educated work force. This is a healthy trend that should be encouraged not only for the individual, but also for society as a whole. Paid worker sabbaticals is an idea whose time has come."

The first negotiated Workers' Sabbatical between the UAW and a major employer (Canadian UAW and Rockwell International) was achieved in that same year, 1977.

While our concept has no quarrel with the idea of a negotiated sabbatical, we believe that many people would be excluded from this benefit if membership in unions which can obtain such a benefit is the sole avenue. We belive that the sabbatical should be a full-year in order to really create job opportunities for the unemployed. We believe that for a significant group of workers it is the household and not the individual worker which is the relevant unit and thus a sabbatical for worker and spouse is most imoprtant. We also believe that the amount of money available for subsistance should be adequate and thus we have taken the academic sabbatical pay concept related to a modest family income ($12,000 tax free for a year). These are some of our differences with the above sabbatical proposals. Another key difference is the financing of the sabbatical.

The Political Economy of the Workers' Sabbatical

In this section we will demonstrate that the Workers' sabbatical has no cost to the tax payer above what is already being paid and that there are probably savings which are generated. Secondly, we will demonstrate that such a plan would generate great popular enthusiasm, despite the reputed Proposition 13 fever.

We have projected that the Workers' Sabbtical would vacate 1,000,000 jobs at a cost of $11,250 per job. We estimated that an additional 150,000 jobs would be vacated by spouses at a cost of $3,250 each. And finally we saw that 50,000 jobs would be created in higher education as a result of the educational activity of the 1,150,000 people involved. This would make a total of 1,200,000 jobs for $11,737,300,000, or about $9,800 per job.

Who Pays for What

If we were to look at the cost per vacated job and compare it with costs of other employment schemes, we would find that it is well under their cost and given the social-economic costs of unemployment well worth the money. But we will not make this argument to justify the plan, for we have doubts that the American political system is able to function on the basis of such socio-economic principles.

Our argument is that the cost of this program is covered by existing items in the national budget and by additional revenues generated by adopting this proposal. Furthermore we see this plan as a means by which the American tax payer is buying an education for him and herself, with money which would otherwise have been used to subsidize the unemployed at a standard of living they certainly don't enjoy, while at the same time creating work opportunities with a future for those unemployed. This plan of giving something to the tax payer for once while giving the unemployed a chance to work has been found to generate high pitched enthusiasm among all types of blue and white collar workers.*

How would such a financing plan actually work ?

The cost of our plan for 850,000 single and 150,000 family sabbaticals would cost $11,737,500,000 per year. The source of covering these costs would come from the unemployment insurance saved by generating 1,200,000 jobs, the IRS revenues generated by the 50,000 jobs created in higher education,and gains to the Social Security Administration and to IRS by the extension of the working-life of those taking advantage of the sabbatical. In addition certain funds from the Basic Educational Opportunity Grants and the like could also be added, as those involved in the sabbatical would have entitlement to them. The following table presents the categories from which funds would be available to fund the Workers' Sabbatical*:

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* In the course of our grant we held a wide range of meetings with various rank-and-file union groups, interviewed people at work and in the street, and by putting the idea into the mass-media receieved wide-spread feed-back all supportive of the concept, and usually starting off with "Where do I sign-up". The tie of the sabbatical with education also came from this effort. While workers would like to have the sabbatical for any purpose they wanted, they were clear that in talking to friends they would need a socially sanctioned reason to justify spending government funds, even though these were funds already available. The protestant Ethic may have eroded for the inner-directed person, but it is alive and well for the outer-directed and even the public image of the inner directed.

TABLE

FUNDS AVAILABLE TO FINANCE WORKERS' SABBATICAL FOR 1,150,000

Unemployment Benefits**	for	1,150,000	unemployed now employed
Gains to Social Security	for	1,150,000	unemployed now employed
Gains to I.R.S.	for	1,150,000	unemployed now employed
Basic Ed. Opportunity Grants		1,150,000	sabbatical takers
Unemployment benefits	for	50,000	higher education personnel
Gains to social security	for	50,000	higher education personnel
Gains to IRS and state/local		50,000	higher education personnel
Gains to Social Security	for	1,150,000	for one year extension of work-life of sabbatical takers

Our rough calculations of these figures is that they exceed the cost of the sabbatical if the unemployed absorbed are of the age of 24 or over and include those who are covered by the federal trade adjustment act.

The Workers' Sabbatical gives the tax payer a sabbatical and at the same time provides the unemployed with a job. This feature alone greatly increases the satisfaction of the tax payer and the unemployed. The advantage for the economy is that it turns a subsidy for the unemployed, which one could characterize as a disinnvestment in human capital, into a double investment in human capital - increase in skills of the previously unemployed and increase in education of thoseon sabbatical, and in the education industry itself.

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* We are currently making application to the Department of Labor for funding to do the complicated statistical analysis of the total amount of federal, state, and local funding saved by implementing the workers' sabbatical.

** Walter Nicholson and Walter Corson, A Longtitudinal Study of Unemployment Insurance Exhaustees, Mathematic Policy Research: PrincetonNJ 1976 lists the types of benefits used by the unemployed: UI for family members, supplemental unemployment benefits, social security and railroad retirement, Veterans' Benefits and GI Bill, pensions, workmen's compensation. AFDC and AFDC-U, General Assistance, Food Stamps, Subsidized Housing, Medicaid, and other public assistance.

There may also be some significant advantages for business and local government. Fairly high seniority workers could be temporarily upgraded and no-seniority workers would be hired in at the bottom.* There are good reasons to believe that this increased flexibility within the institution can be used to increase work satisfaction, lower turn over and absenteeism, reduce recruitment, processing and training costs, and allow for the reorganization of work for greater satisfaction and productivity.

The Sabbatical when combined with the Community College Urban Conservation Corps might make an ideal manpower tool. In local government, for instance, it could result in a major increase in public services received by city residents with no increase in taxes or city budgets. Given the hard-pressed nature of most current city governments, the flexibility provided by high cost workers taking sabbaticals would alone be a major benefit.

Other sabbaticals could be focused on the older urban and industrial centers, particularly hard-hit by unemployment and relocating industry which might open them up to new highly technological industrial activity, as well as massive economic development based on cultural activity, always important to the economy of cities.

The benefits to higher education, publishing, public television, and those industries servicing them should also be impressive. This could be an important stimulus for the regions in which they are located. It is important to note that urban universities like Wayne State University are major employers in cities like Detroit. (WSU is among the top 20 employers in the City of Detroit). Also, growing income for public sector activity like education, public television, etc should mean lowering the unity cost, being able to develop greater productivity, and lowering the inflationary pressures in the public sector while servicing major unmet public needs. Finally, this means of absorbing the unemployed is probably the least energy and scarce material utilizing of all the available policy options.

A combination of the Workers' Sabbatical and the Community College Urban Conservation Corps would decrease unemployment by 2,250,000 persons at a gross expenditure of $16,987,300,000 or an average of $7,550 per unemployed. When the Secretary of Labor visited Wayne State University in the Spring of 1977 he indicated that one million unemployed cost the government $16,000 per unemployed. If these figures are still correct, the combination of our two recommended policies would be a major social saving, while generating significant economic, social, and cultural benefits.

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* This has been the traditional way that Sabbaticals were used in education.

Support for the Workers' Sabbatical

There is significant and actual support for the concept of the Workers' Sabbatical. We have noted the support from the United Automobile Workers, and the experience of the California Cannery workers and the United Steel Workers of America, as well as the existance of the sabbatical in the field of education. This support from unions is clearly on the increase and is evident among the rank and file as well. We tested receptivity to concept as part of our National Endowment for the Humanities grant in a variety of settings.

One setting was at summer conferences for students in the University Studies and Weekend College program. We tested it out at two different conferences—one for automobile workers and the other for city workers. Support for the Workers' Sabbatical was unanimous. Five quotes from the summer of 1978 reflect the spectrum of opinion.

> "I like the idea of a year off with pay to go to school. I think there are certain people who had to go to work right after school and didn't have the chance for schooling. They might appreciate the opportunity because they probably pigeon-holed..."
>
> "I feel it would create happier employees and it would produce better products..."
>
> "I could concentrate more on the studies and not have to be tired as I have experienced with work and school together..."
>
> "Good idea - would give everyone an opportunity to pursue higher education with less strain. I'd get into business administration, and for my own particular reasons, spend time also in communications."
>
> "Excellent. The year off would give me the time and further education to think about a more enjoyable job. It would let me revaluate my values."

Other settings were conferences held with local union activists, union educational officials at the regional and local levels, and high level union leaders. The concept was warmly received and out of it came the 6 + 1 = .1 to 10 activity which will be described in the following section.

Among manpower experts there is both openness to the idea in general and strong support for a variety of sabbatical concepts which we have discussed in the earlier parts of this section. A number of congresspersons, expert in manpower issues, are also favorably disposed.

An interesting article by James F. Beré, chairman of the Borg-Warner Corporation* indicates some support from business leaders for the idea.

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* James F. Beré, "Why we need a second industrial revolution -- led by management" Management Review, July 1978, pp 18-22.

Beré suggests that management must be ahead of the present trends for increased worker participation, job security and other reforms. One of his suggestions is setting aside 1% of payrolls to keep workers paid during down times, instead of laying them off, but also to pay for "sabbaticals during valley periods - when workers can do what they want - with pay." He is convinced that this practice will be widespread by the year 2,000 and urges corporate management to take the leadership. Discussions with other business leaders indicate some sympathy with this approach.

The development of a national education movement on behalf of the Workers' Sabbatical would receive wide-spread attention from the media as our experience with the press, columnists, public and private television and radio, in Detroit clearly attests. The following section is an approach which we have field tested in Detroit and was widely circulated among workers.

A Definition: The Workingman's Sabbatical 6 + 1 = .1 to 10%

Each major step in increasing productivity in industrial society has first resulted in unemployment for working people.

What allows for the increase in productivity and in overcoming this initial unemployment is to share the benefits of productivity and to decrease the number of hours which people must work.

More than a hundred years ago America became the world's leading industrial society. Unemployment faced the working people then. How was it dealt with ?

Working people organized a movement for the 8 hour day, five day work week, for an end to child labor, for free public education, for a minimum standard of living. Had these changes not been brought about the great mass consumption industries which have made us the world leader could not have been developed. There just would not have been consumers, purchasing power, for their products.

Think about it for a minute.

Let us say that people still were expected to start working when they were 8 to 10 years old, and that they worked 12 hours a day six or seven days a week, where would we be ?

There is abundant evidence around to show that automation, computerization, and other modern processes have brought us to a new point in history where productivity must either be shared or will be a curse rather than a blessing. And as we know from the past, this sharing does not come about on its own. It must be fought for and won.

The Workingman's Sabbatical could be one big step in this process of sharing.

What is the Sabbatical ?

What is 6 + 1 = .1 to 10%

The Workingman's Sabbatical is 6 + 1. It is an idea which says that if people have worked six years they should get one year off for education. The origin of the idea goes as far back as the Old Testament - Deuteronomy and Leviticus. The Sabbatical would be financed by the Federal Government.

Far out, you say ?

Well the other day the Carter Administration launched a plan for a million new jobs (mostly in government) which would cost 13 to 16 billion dollars. The Workingman's Sabbatical would cost 11.5 billion dollars and accomplish at least the same.

But wait a minute .....

The Workingman's Sabbaticalwould not only cost less, BUT it has a chance of being accomplished. WHY ?

In all government plans to date the way we deal with unemployment is to give tax-payers' money to either private industry or to government to create jobs. The political differences in America are such that Liberals think that this tax-payer money should go to the creation of government jobs, and Conservatives think it should go to private industry. BUT maybe there is another option - neither LIBERAL nor CONSERVATIVE.

The Workingman's Sabbatical is that idea. It is the only plan for dealing with unemployment based on giving the unemployed a real job and giving the tax payer a direct benefit. In this case, a year off to go to school, to get an education. It is the only plan which appeals to the self-interest of the tax payer and to his or her human insticts of not wanting others to be unemployed.

In short the Workingman's Sabbatical not only costs less than any other scheme for dealing with unemployment, but it is the only plan where the tax payer gets the benefit and the unemployed get a job.

What is .1 to 10% ?

What this means is that if we are to get 6 + 1 (the Workingman's Sabbatical - work six years, get one year off for education) working people will have to show that they really have an interest in using educational benefits. At the present time about .1% of all workers who have access to educational benefits are using them. We believe that we have to get that number to 10% if we are to have a chance for 6 + 1.

The course WORK and EDUCATION (which is included in the Adaptation for union activists, in this report) is an effort to show that if education is relevant to working people and if it is delivered on the basis of work peoples' time constraints and other life conditions that this can be done.

The course will go into the relation of work and education. It will allow the student to make his/her own plan for education with information as to what is actually available and what will be needed. It will help on the job, help with life, and it should be fun.

We want some 800 working people to take this course during the spring 1978 (April 22 to June 3). At the end of the course you will have an educational plan and be trained as a discussion leader for the summer re-run of the course. By fall we want to have 8,000 people in the course. The word will be out. And we will be on the Way to 6 + 1.

Questions for Discussion

What follows are nine discussion starters which we have used in relation to Paid Educational Leavs and the Workers' Sabbatical.

1. We mean to make things over
   We're tired of toil for naught
   But bare enough to live on; never
   An hour for thought.
   We want to feel the sunshine: we
   Want to smell the flowers
   We're sure that God has willed it
   And we mean to have eight hours.
   We're summoning our forces from
   Shipyard, shop and mill
   Eight hours for work, eight hours for rest
   Eight hours for what we will.

Song sung during the Eight Hour Day Marches
1880's and 1890's

2. "...Often, workers feel locked in to their jobs or status as a result of sex, race or age discrimination, as a result of financial constraints such as unportable pensions, as a result of lacking the skills needed for advancement...they quite often have a symptoms of mental and even physical ill health. In addition, the productivity of these workers is quite probably lower than it would be if they felt they had the opportunity for mobility. From the societal point of view, such workers are less likely than satisfied workers to participate constructively as citizens. In one study, alienation was found to be highest among those who possess high achievement values but whose jobs were rated low in variety, autonomy and meaningful responsibility..."

Work in America, p. 122

3. "In devising a response to the problems of immobility, H. Striner has suggested that we should conceive of worker retraining as a 'national capital investment'. He describes the new educational and training programs of West Germany in which more than a quarter of a million German workers go back to school annually to increase their productivity, effectiveness and job satisfation. This helps to create conditions that permit a low unemployment rate along with acceptable levels of inflation."

Work in America, p. 125

4. In 1866, the economic downturn revived worker interest in the eight hour day ... The notion that cutting the work day, or work week will increase employment still has currency in the labor movement. Ira Steward's agitation resulted in formation of Eight Hour Leagues throughout the U.S.....which sought pledges from candidates on the issue; those who would not sign were opposed by the League in the election."

Thomas Brooks, Toil and Trouble
Dell Pub. Co. 1964; p. 44.

5. "Call it leisure sharing, not work sharing - the worker who trades income for leisure is buying that leisure from someone who has too much - an unemployed person. It makes more sense to trade available work and leisure than to work longer hours to pay taxes to support unemployed people on welfare..."

State Senator James Mills
California

6. "The younger, the already well educated, and those with higher incomes are currently most involved in adult education. Specific subgroups have higher than average needs and lower than average involvement currently: those with no high school diploma, the unemployed, especially young unemployed, female household heads, elderly, and career changers."

Michael O'Keefe
The Adult, Education and Public Policy
1977, o. 11.

7. "Reduced worktime, flexible hours, and alternative work patterns havebeen almost ignored by government policy makers as possible tools in fighting unemployment... but they have proven to be effective short term weapons. They also involve less deficit financing than other anti-recession programs."

S. Levitan, R. Belous, "Reduced
Worktime" Worklife, April 1978,
p. 22.

8. "Before the end of the next decade, I believe we will be living in that new society, with these characteristics:
   - a new kind of cost accounting that treats people as the prime asset of the business
   - a steady job and assured annual wage for every employee
   - participative management and participative ownership
   - self-renewal. Every employee will be able to leave the job on sabbatical - or what Arjay Miller called "reporting" - to try that "other kind of thing" that in the past was only a dream...whether it be deep sea fishing, painting or politics or just getting to know one's family
   - a new production partnership of business, labor and government
   - meaningful work, structured to call forth from each, their potential for creativity

James F. Pere, "Why we need a second
industrial revolution - led by management" Management Review, July 1978.

9. "Columbia University economist Eli Ginzburg has called the changes accompanying working women 'the single most outstanding phenomenon of our century. Its longterm implications are absolutely unchartable...the cumulative consequences will only be revealed in the next century'. ... New and equal opportunities for women in employment and advancement will profoundly affect work patterns, automation and other technological development. Changes will be wrought in our thinking about history... The end result is not to be feared."

Franklin Parker, "Women at Work
and in School", Intellect, Feb 1978,
page 310.

What Next

The next steps in the development of the Workers' Sabbatical involves further research into the educational and economic issues involved, the organization of a movement of opinion which would generate legislation and national discussion around the Sabbatical theme, and the establishment of Work and Education courses (6+1=.1-10%) around the country with unions and their members.

The development of human culture and the humanities has been closely linked with the availability of time beyond the needs of survival and the existance of social arrangements or institutions facilitating such activities. Anthropologists and archeologists have in fact seen the rise of cultural activity as closely related to the technological advances of the more complex hunting and gathering societies and then in relation to the agricultural revolution.

A more recent historical watershed was the Eight Hour movement linked to the movement for unionization of industrial workers and related to the movement for free and comulsory education, public libraries, museums, etc. which grew out of the great leap in productivity represented by the industrial revolution.

The shorter work day and work week, the withdrawal of 8 to 16 year olds from the labor market into the schools, allowed the leap in productivity to be translated into a better educated public, growth of cultural activity and greater access, and in turn a mass consumer market and educated work force which resulted in an even greater leap of productivity.

This latest leap in productivity has brought us to a new historical watershed. The immense growth of productivity over the past 30 years has not yet produced any change in the hours per week worked or the education-work-retirement life cycle. Stagnation in the publc and private sector not only threatens our educational and cultural institutions, but is creating structural unemployment while pressuring people to work longer hours to keep up their standard of living. In the previous pages we believe that we have clearly shown that the Sabbatical may be an important tool in dealing with these issues and that it enjoys a potential of mass public support. The next steps are to get this support and to see how the Sabbatical works.

Notes

1. Leviticus 25:1-4

2. Exodus 23:10-11

3. Deuteronomy 25:1-6;7-11

4. Deuteronomy 31:10

5. The Emperor Constantine had designated Sunday as a day of rest in 321; but the fully developed concept of a strictly observed Christian Sabbath is the work of English Puritan theologians such as Lancelot Andrewes, Nicholas Bownde, and Thomas Greenham. Paul Lafargue has noted that as it shrined Sunday, Protestantism simultaneously stripped other holidays of their significance and sanctity: "The hatred of holidays does not appear until the modern industrial and commercial bourgeosie takes definite form, between the fifteenth and sixteenth centuries. . . . Protestantism, which was the Christian religion adapted to the new industrial and commercial needs of the bourgeosie, was less solicitous for the people's nest. It dethroned the saints in heaven in order to abolish their feast days on earth." See Eric Larrabee and Rolf Meyersohn, eds., *Mass Leisure* (Glencoe, Ill.: The Free Press), p. 117.

6. Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (New York: Charles Scribner's Sons, 1958), pp. 111-112.

7. As quoted in Michael R. Marrus, ed., *The Emergence of Leisure* (New York: Harper & Row, 1974), p. 2.

8. Henry David Thoreau, *The Writings of Henry David Thoreau*, ed. F. B. Sanborn (Cambridge, Mass: Houghton Mifflin and Company, 1906) VI:9.

9. Ralph Waldo Emerson, *The Selected Writings of Ralph Waldo Emerson*, ed. Brooks Atkinson (New York: Random House, 1950), p. 84.

10. Thoreau, *Ibid*, I:77 and I:29. For commentary on the manner in which Sabbatarian zeal manifests ifself in the twentieth century in the form of Blue Laws see Sydney Ahlstrom, *A Religious History of the American People* (New York: Doubleday & Co., 1975), II:336-37,404.

11. Henry David Thoreau, *Walden and Civil Disobedience, The Variorum Editions*, Ed., Walter Harding (New York: Washington Square Press, 1968), p. 56.

12. For an extended discussion of the cultural influence of Benthemite thinking on twentieth-century American culture see Walter Kerr, *The Decline of Pleasure* (New York: Simon and Schuster, 1962).

13. Josef Pieper, *Leisure, The Basis of Culture* (New York: Random House, 1963), p. 54.

14. Sebastian de Grazia, Of Time, Work and Leisure (New York: The Twentieth Century Fund, Inc., 1962).

15. Joffre Dumazedier, Sociology of Leisure (New York: Elsexier, 1974).

16. Dumazedier, Ibid., p. 135.

17. Dumazedier, Ibid., p. 41.

18. Dumazedier, Ibid., p. 150. Cf. Martin Buber in Moses: The Revelation and the Covenant (New York: Harper and Row, 1977), pp. 80-85, who maintains that in its most original conception the Sabbath was understood as not a social construction but part of the very essence of the universe. In addition Buber attributes to Moses the firm belief that the Sabbath is an institution designed to establish a just order between men because it is "the common property of all, and all ought to enjoy it without restriction."

19. Albert Morton Persoff, Sabbatical Year with Pay (Los Angeles: The Charter Publishing Co., 1945).

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THE TO EDUCATE THE PEOPLE CONSORTIUM

An alliance, the To Educate the People Consortium, has been formed among universities, labor unions, television stations, adult and labor education centers, etc., for the purpose of implementing degree programs compatible with the needs of working adults, especially those who have not traditionally had access to higher education.

At this writing, it is expected that ten institutions will adopt such a program by 1979 - and that 10-20 others will do so by Fall, 1981. In all probability, this degree of success would make systemic, collaborative outreach to adults a permanent and significant feature of higher education, would be a force for positive institutional change and could have an impact on educational planning for "traditional" students.*

GENERAL EDUCATION AND THE WORKING ADULT

The circumstances of recent years obviate writing a long polemic to justify wider inclusion of adults in education; the rising median age and a broader sense of social commitment have convinced many institutions to reach out to older students and into new sectors of society. There is, however, debate over the extent to which offerings for adults should be degree-oriented and upon whether curricular content should be general or vocational in its emphasis. No exclusionary selection from among these alternatives would be proper, but since the Consortium members have chosen to stress general studies leading to a degree, something should be said to explain the adoption of that position.

Since the Industrial Revolution, material progress has been increasingly knowledge-based. For the past several decades - in the United States, in Europe (especially since the Marshall Plan) and now in the developing countries - education has been closely linked to economic growth and, in fact, has been used to achieve that growth. Some have drawn conclusions from this which are not, however, proper corollaries. Economic growth is not the purpose of education, training and educational should be distinguished, economic benefit ought not be the criterion for allowing access to education. To act otherwise invites the danger of vocationalism, which may threaten what can be truly liberating in the educational process.

The subtlety of this can be seen in a recent article** which compared the predicted rise (from 1960-85) in the proportion of college graduates in the United States (10-20%) with the increase in the proportion of professional and technical jobs in that same period (11-15%), concluding that, "these projected levels of 'overeducation' (author's quotation marks) may result in suboptimization of human resources, as well as job dissatisfaction." While many workers are undoubtedly overqualified for the jobs they occupy, they are hardly overeducated. Who is? "Certainly we are not now in danger of having too many well-educated citizens who participate in and understand public issues with the requisite historical, political, scientific or ethical awareness.*

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* Rather than engaging in definitions of "adult", etc., there is an implied distinction, throughout this narrative, between students who work and workers who study. Full-time homemakers are understood to be in the category of working adults.

** Fred Best and Barry Stern, "Education, Work and Leisure: Must They Come in That Order?", Monthly Labor Review, July, 1977, pp. 3-10.

It needs to be understood, too, that education does not, in itself, create jobs (at least not in the short run) - and that education does not, by itself, lead to individual or collective development of the quality of life since this is achieved by social action and depends upon the possibilities for such action. Education and trainingdo, however, play a central role because they may qualify a person to obtain an available position. Strictly vocational training prepares people in conformity with current knowledge, techniques and needs, but the uncertainty of how these will vary in the future** requires the added dimension of education which helps people to respond flexibly from within themselves - not just retrain their hands to fit a new tool - to learn how to learn, and to understand their place within the world of work.***,****

To ask education simply to serve economic growth stops short of asking what growth itself ought to serve.

> ". . . the purpose of education is not to turn out technicians who can be used as instruments in the expansion of the economy. It is to turn out men who have the technical knowledge and ability to expand the economy for the benefit of man in society.*****

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* Leon Botstein, "The Higher Learning," The Center Magazine, March/April, 1978, p. 39.

** "In California, in 1970, one out of three jobs had no equivalent thirty years earlier." Augustin Girard, Cultural Development: Experience and Policies, UNESCO, 1972, p. 60.

*** "Adult Education should encourage a critical spirit 'rather than take the heat off government by shunting the unemployed into a continuing cycle of re-training'." Paul Fordham, ed., Access to Continuing Education, The Open University Press, 1976, p. 55.

**** "Students 'are opposed to curricula centered on specific occupational skills because they feel locked into occupations from which it will be difficult to escape.' Reforms introduced in France and Sweden to gear education programs to labor-market needs . . . 'have been poorly received by the students who refuse to be trained solely as a function of employers' needs'." Torstén Husen, in an OECD study cited in Chronicle of Higher Education, XVI, No. 13, 22 May 1978, p. 9.

***** N.M.J.K. Nyerere, "Education: A Tool for Liberation and Development of Man," Mbioni, The Journal of Kivukoni College, VII, No. 7, 1975.

Of course, "education" and "diploma" are not synonymous; either can exist without the other. Further, the universities in the Consortium plan a special effort to attract blue collar workers, so that the importance of a degree for this group should be accented.

Institutions offering adult education generally publicize their programs well; yet, where degrees are concerned, few blue collar workers respond to the call. This had led some to assume lack of interest. A second frequent assumption is that if the blue collar worker goes to college he/she is *ipso facto* demonstrating a desire for career change and upward mobility.

The issue of lack of interest may be moot after the Wayne State experience, where thousands of factory workers have enrolled for full-time degree study. The reasons for low uptake generally are complex and must be dealt with in both the recruitment and delivery systems. For example, London and Wenkert note that people:

> ". . . tend to participate in adult education activities with their friends. That is, adult education takes place in a network of interpersonal relations. Yet, there are differences between the occupational strata with regard to the likelihood of having friends who are also participating in adult education activities. Although the blue collar worker is more likely to find out about adult education courses through friends, acquaintances or neighbors, he is less likely to know people who are participating in such activities. The upper white collar participants are twice as likely to have participant friends as are . . . blue collar participants. Similarly . . . the blue collar non-participant is less likely to know a participant and is therefore also less likely to have friends who are good informants about adult education opportunities.*

What London and Wenkert are describing might be called a "vicious circle," but that is not a helpful metaphor because it doesn't suggest a solution. It is more apt to apply the concept of threshold, common to many physical phenomena as the barrier to self-propagating activity. In other words, recruitment should use the interpersonal connections to create a sizeable first bloc of participants and the delivery system should maintain the contacts among peer participants, thus directly confronting the London/ Wenkert impasse.

The question of motivation can be partially answered by several surveys of adults in the Wayne State program. When one hundred industrial workers were asked their initial (current) reasons for enrolling, job advancement alone was cited by only 4% (5%), but 54% (60%) checked educational/self-improvement reasons alone.**

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* Jack London and Robert Wenkert, "Obstacles to Blue Collar Participation in Adult Education," in A. B. Shostak and W. Gomberg, eds., *Blue Collar World: Studies of the American Worker*, Prentice-Hall, 1964.

** Linda Michalowski, "A Survey of the Weekend College Student: Who is He? Why is He Here? Where is He Going?", April, 1976, 44 pp. (unpublished).

In a telephone survey (conducted by other students) of drop-outs (40% of whom were auto workers), 40% said they entered the program for learning and self-improvement while 20% cited job-related reasons. Only 7% said they withdrew because they felt the program would not help their careers. (Seventy-eight percent wanted to continue attending college; 11% said no; 11% were unsure.)

The Wayne State program is in its sixth year and, because of the growth pattern, many of its graduates to date had previous college experience when they entered; few blue collar workers have been in for a full four years. Even though the graduated group (surveyed in 1978) doesn't reflect the current student profile, half of them said they expected no job change (promotion, better security, etc.) as a result of the degree. Only 2% of the graduates said the satisfaction of having a degree was not a goal in entering the program and 86% rated this goal as "very" or "extremely" important.*

We conclude that there is a desire for a college degree on the part of workers, but that the desire is covert -- or, at least, that there is a desire for higher education which is more easily perceived in connection with an attainable goal in the form of a degree. We also argue that any degree, general or specialized, should symbolize completion of a coherent program of studies, not the random accumulation of credit hours (though this should not be construed as accusing the curious learner of dilettantism). We are claiming that the trends of current society - changes in employment related to technology and economics, job enrichment and industrial democracy, the uses of leisure, energy availability, preservation of self and group identity, evolution of a new world order, the distribution of health care, etc. - are complex, not fully predictable and rapid, and that, correspondingly, working adults can benefit from an educational program which is integrative and holistic, which develops an ability to analyze new phenomena and which can be completed** and of utility in a reasonable time.

THE PROTOTYPE MODEL

The Consortium has come into being because of the success of a systemic approach to adult degree education represented by University Studies and Weekend College at Wayne State University. While local adaptations of greater or lesser degree will be made by each institution, it is important to present the basic features of that model here. A very concise description appears in the report of the 1976 UNESCO Evaluation Mission visit.***

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* Eric Fenster, A Self-Study and Evaluation of the University Studies and Weekend College Program: 1973-1978, July 1978, pp. 177-210 (unpublished).

** Completed, but not terminated; the program should motivate continuing self-directed learning.

*** P. Bertelsen, P. Fordham and J. London, Evaluation of the Wayne State University's University Studies and Weekend College Programme, Technical Report RP/1975-76/1.321.6, UNESCO, Paris, 1977.

"US/WC (University Studies and Weekend College) is distinguished from other adult programmes by a combination of three basic features:

(1) The delivery of its interdisciplinary course of study is designed so as to permit a student to complete the degree within four calendar, or five academic, years while maintaining full-time employment. (The usual American bachelor's degree requires four academic years of full-time study.)

(2) Recruitment of students is directed to those sectors of the population with little previous access to (or even interest in) higher education, or to those whose earlier aspirations were frustrated by demands of work and family and who saw no possibility of earning a degree in a reasonable period of time. A major effort has been expended on the recruitment of shop-floor workers and with good results.

(3) Unlike most adult programmes, US/WC employs a full-time teaching staff (70) and a full-time staff of advisers/recruiters (18). Together with administrative and support personnel, these total nearly 140. Some part-time teachers are hired to account for short-term enrolment fluctuations and to replace full-time staff temporarily assigned to other activities, such as television course production.

Geared to students rather than disciplines, the basic structure of US/WC is the module. Typically, modules are groups of at least 200 students, teaching staff (one of whom acts as the co-ordinator), an adviser and a secretary. Modules are formed to serve students with common interests or needs; for example, the UAW modules for automobile workers who attend classes in their union hall, the library modules for students who attend classes in municipal libraries near their place of residence, the Jackson module for inmates of the State prison in that city. The module is intended to maintain units of workable size whose staff can work closely together, and which permit adaptation of courses to the particular needs of a student group.

Academically, US/WC is organized by discipline into the Divisions of Social Sciences, Urban Humanities and Science and Technology which have the basic responsibility for writing courses. An Upper Division is responsible for the "Theory and Methods" component of the curriculum, for guiding the choices of elective courses and for tutoring the student during the writing of the Senior Essay.

> To earn a degree, a student must complete the year of study offered by each division, plus the year of advanced studies (Upper Division). Each year of study includes four quarters from which a student chooses three. Each quarter focuses on a single theme. For example, during the autumn quarter the three themes are - Community, Culture and Identity: An Ethnic Perspective (Social Science Division); Folk, Mass and Classical Cultures: The Quality of Life (Urban Humanities Division); Values, Technology, and Society (Science and Technology Division). This curriculum is conveyed in a teaching format comprised of three courses dealing with a different aspect of the theme: television, workshop and conference.
>
> (1) Television courses are broadcast over regular local channels and can be viewed on all home receivers. Each course consists of fifty-five half-hour programmes, five per week. Students can see the programmes Monday to Friday in the early morning or during the evening repeat broadcast. The five programmes of the week for each course are shown again in a bloc on Sunday.
>
> (2) Workshop courses are the core element of the teaching format and delivery system. They are four-hour weekly seminar-style meetings held at times and places convenient to students, for example, in a union hall before or after a work shift. Normally, enrolment is limited to 20 students. The workshop also is used as a weekly opportunity for students to clarify the content of the television course.
>
> (3) Conference courses take place during two full weekends each quarter and usually bring together students from different modules in a division. Plenary sessions present invited experts, performers, etc., and the conferences are punctuated by small discussion sessions which are led by the students' usual workshop instructor.
>
> Each of these courses carries equal credit unit value and is evaluated separately. The students' workshop instructor assigned grades for all three courses (a typical practice in American universities, which do not employ national examinations or external examiners)."

This model therefore unites a coherent, interdisciplinary, theme-based curriculum to which adults can relate life experience; a delivery system convenient in time, place and manner of courses; and an organizational structure which is student-centered. It is the only model in the country having a four-year curriculum with an integral television course component and, in this, there is a potentially unifying force.

The College grew from 80 to 3,600 students in two years and the most successful recruiting resulted from links to organizations: the United Automobile Workers, municipal government, area police departments, etc. The advising staff has been trained to offer one-stop total service; recruitment, admission, plan of work, financial aid advice and registration are all brought to the student.

Television stations have cooperated by offering free (commercial) or package rate (public) air time, and courses are broadcast 25 hours per week over four stations. Over 800 guests, from around the world, have appeared on television programs or at conference courses. Two special modules - Urban Studies and Labor Studies - have been created and the entire general studies curriculum has been refocused toward those areas. Single course adjustments have also been made to suit modular needs. Students have conducted group projects in the community. In one, children's shows were run in the city's farmers' market and students wrote on the impact of cultural action in that setting.

For four years there have been intensive month-long foreign study tours - in France (3), Italy and Mexico - with others being planned for Germany, Nigeria, the Soviet Union, etc. Urban Studies Module conference courses have taken place in Toronto and Chicago (with even the train travel used for instruction).

A significant outcome of the program's existence and its community base was the creation of the City/University Consortium, structured to serve Detroit with consultations, mini-research projects, preparation of policy option papers, and so on, in the areas of cultural development, neighborhoods, environment and human resources.*,** When satisfying a city request involves education or training, the instruction is provided by US/WC. This Consortium has been recognized by the OECD as an example for such collaboration on urban problems. A newer project is the Quality of Work Life Program, which involves all the major unions and corporations in Michigan. We anticipate that comparable programs will emerge in other cities as a natural consequence of the character of the educational model.

The program has been highly cost-effective. Mandated to function on tuition revenues alone, it has had a balanced budget for five years and delivers instruction at a current cost of $2.60 per 50-minute contact hour. This has comprised salaries of over 100 faculty, advisors, administrative and support staff; production of nearly 900 half-hour TV programs; supplies, equipment, travel, publications - everything, in short, except building maintenance. Because of its design, it is the least expensive College to operate within Wayne State University yet has one of the higher levels of face-to-face contact between instructors and small groups of students.

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* Otto Feinstein and Frank A. Seaver, The Detroit Hearings, Wayne State University, 1977, 177 pp.

** Otto Feinstein and John J. Musial, The Detroit Consortium, Wayne State University, 1977, 278 pp.

EVALUATION OF THE PROTOTYPE

US/WC has tried to be open to external evaluation and this has come from several sources:

(1) The former North American Director of the Open University toured adult education centers in 1975 and wrote that his reaction to the Detroit model "was one of great admiration. It was perhaps the institution which most impressed me in North America, for it has the complete student orientation of the kind we like to associate with the OU . . . The main difference between this institution and the OU is that it appears to operate on a shoestring budget, and being of more local character it can manage to have rather more student contact than would ever be possible for us."*

(2) In 1976, the State Department, at the request of the University, asked UNESCO to send an evaluation mission to Detroit to critique the program. This appears to be the only mission to have come to the United States in UNESCO's history and attests to the importance with which that organization sees this model.

(3) The Provost of Wayne State appointed a "visitation committee" of Wayne State faculty to review the program during 1976-77. A paragraph from the report of its chairperson, Professor E. Brooks Smith (Education) follows:

> "I sat with a module team faculty and the Division faculty while they discussed better ways to interrelate the reading, the workshop discussion, the TV and the conferences in the new program for the Winter quarter called American Mosaic. The student guide for this new course is close to being a model for such an effort. They are all keen on seeing how effective it will be. I talked to some students about it and they said that it looked like the best one they had used so far. The faculty has many strengths in the various fields of the Humanities and I found the discussions among them to be that of experts in their fields. Their discussions tend to turn around two themes: how to teach these "special" higher education students effectively to make the intellectual ideas meaningful to them, and how to get the intellectual content into the formats that will work. They are very keen on strengthening the language and thinking skills of these students. They demand a lot of writing and actually spend time helping these students master the language skills. The student work I read showed a great deal of success from these efforts. The faculty want to make this experiment work as a valid collegiate program of high quality. They are its best defenders and opportunities need to be found for helping them interpret their experiment to their colleagues in the rest of the University. This program is not one that is designed to make college education

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* David Blackburn, The Open University Consultancy Service Bulletin No. 2, March, 1975.

> easier, but it is designed to make it more relevant and more accessible to a potential group of students seeking higher education who, in our present-day socio-economic and cultural scene, would be ignored and passed by except for an experiment such as this."

(4) Many institutions sent delegates to three-day workshops (see below) at which they could visit classes, talk to students and staff, and examine curricular materials. Most remarked their surprise at how readily every flaw was openly discussed. It would be difficult to pick a brief excerpt from the large volume of recorded comments which would be representative. The fact of the Consortium is the best indicator of the positive response.

The program has been given very limited resources to do its own research and evaluation. During 1977-78, an internal self-study was done,* and in 1978-79, the Ford Foundation awarded a grant to establish a research capacity with the help of a consultant from the Survey Research Department of the UK's Open University. We can only capsulize here the data already obtained.

The rate of student withdrawal from the program is comparable to that at the Open University among students in similar employment categories. Several statistical and interview surveys have shown that leavers were performing well, were satisfied with the program and want to complete their studies.** *** Financial problems seem to be the major impetus to withdrawal - expiration of veterans' benefits, inability to have employers billed directly for tuition rebates, inappropriate bureaucratic procedures in the University, etc.

In 1977-78, most graduates to date were sent the same questionnaire used for a national study of external degree programs.**** ***** The groups were different in that more US/WC students were non-white (51% vs 10%) and were more likely to work in industry (41% vs 9%). The results were very similar with regard to motivation, tending much more toward educational than vocational objectives. Although US/WC graduates were surveyed much sooner (0-30 months) after receiving their degrees than graduates in the national study (24 months minimum), they compared quite favorably with the latter. Seventy-four percent of US/WC graduates (60% nationally) expected to go on to a masters or higher degree. Forty percent had already applied for graduate admission and nearly all who had received decisions were admitted. None reported special problems because of their US/WC general studies degree.

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* Eric Fenster, op. cit., 328 pp.

** Naomi McIntosh and Valerie Morrison, "Student Demand, Progress and Withdrawal: The Open University's First Four Years," Higher Education Review 7, No. 1, 1974, pp. 37-60.

*** Alan Woodley, "Research Into Student Attrition in the University Studies and Weekend College Program," December, 1978 (unpublished).

**** Carol P. Sosdian and Laure M. Sharp, The External Degree as a Credential: Graduates' Experiences in Employment and Further Study, NIE-DHEW, Washington, April 1978.

***** Eric Fenster, loc. cit.

Many US/WC graduates who expected job-related changes had already experienced them, but not to the same extent as the national group. The differences in time since the degree is certainly a factor here.

It is interesting to note that in both surveys, 93% of students who at entry had as a goal, "to feel the enjoyment and have the experience of learning on my own," felt that goal to have been satisfied. Interesting, because of the greater structure and of the frequency of classroom contact at US/WC compared with most external degree programs. Apparently, freedom and independence find expression within a coherent structure - which should not be a surprise to those who utilize a discipline as the route to discovery.

ORIGINS OF THE TO EDUCATE THE PEOPLE CONSORTIUM

This movement to begin new programs comes after three years of preparation, to which some reference has already been made.

(1) In 1975-76 the Ford Foundation funded an internal study of the first two years of the US/WC program.* This report is a synthesis of rationale, design and operation - and includes a day-by-day analysis (based upon over 3,000 working documents) of a traditional institution's responses to the introduction of a non-traditional program (Volume III), and an 80 page stepwise how-to-do-it section. It is here that the idea of a national program was broached.

(2) In its report to the U.S. Government, the UNESCO Evaluation Mission stated:

> "Already US/WC provides a model for the development of training programmes; eventually this should lead to the establishment of similar projects elsewhere and may also influence related activities in Detroit itself. It is understood that informal discussions have already been held about the possibility of establishing a University Studies and Weekend College programme at other universities. The mission recommends the continuation of such discussions because of the social importance of making higher education accessible to workers, and also because inter-university cooperation in addition to providing mutual inspiration can lead to economies of scale by extending the use of recorded TV programmes and other course materials to larger clienteles."**

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* Otto Feinstein and Frank Angelo, The USWC Program: Report to the Ford Foundation, 1976, 3 Volumes, 600 pp. (unpublished).

** P. Bertelsen, op. cit., p. 19.

The Mission also noted that the USWC program meets the concerns of the UNESCO-sponsored international conferences on adult education - Tokyo, 1972 and Paris, 1976 - and of conferences sponsored by the ILO, the OECD, and the ICAE, "and provides an excellent model for further experimentation and for consideration in other countries."*

(3) In summer, 1977 a condensation of the Ford Foundation report was published in book form** and sent to university presidents (2000), labor leaders and others. With the book was an invitation to send a delegation to Detroit to examine the program first-hand.

(4) During 1977-78, more than forty institutions - university, union, television, labor education - sent teams of up to six people to a series of six three-day seminars (described above) which demonstrated the model. Many of these delegates decided they wanted to adopt the US/WC model, or a variant, to serve working adults locally.*** As the extent of this interest became apparent, it was decided to propose the idea of a consortium for mutual assistance in establishing and operating such programs. An NEH grant was obtained, one of whose purposes was the dissemination of the model.

(5) On June 21/22, 1978 a meeting was held in Detroit at which the decision to create the To Educate the People Consortium was taken. The draft document adopted at that time is reproduced here. (Figure 1)

(6) Also during 1977-78 the self study was written within US/WC.**** ***** This covered a summary and critique of the curriculum, student motivations for entering the program, enrollment and retention statistics,

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* op. cit., p. 23.

** Otto Feinstein and Frank Angelo, To Educate the People - The Key: An Experimental Model for Urban Higher Education for the Working Adult, Wayne State University, 1977, 133 pp.

*** Of the 24 institutions which sent delegates from their degree units (i.e., as opposed to labor education centers, etc.) to the demonstration seminars, 13 are already planning to adopt a program. They will be joined by three other colleges not present at the seminars. This is a considerable success rate.

**** ibid.

***** The organization of the Consortium took place officially within the Office of the Vice-President for Urban Affairs.

Addendum II

Approved Unanimously
22 June 1978

"TO EDUCATE THE PEOPLE: CONSORTIUM

Purpose: To cooperate in the expansion and adoption of local To Educate the People models to increase access to higher education by working adults.

Means: Creation of a cooperative network consortium which will share and pool resources, contacts, experiences, and expertise, and which will combine to get funding assistance for the purpose stated above.

Constituents: The consortium, at this stage, will consist of five constituencies: Institutions of Higher Learning, Labor Unions, Public TV Broadcast and Production facilities, Adult Education networks, Labor Education networks. Contacts with similar groupings in other countries will be encouraged.

Functions: The consortium will be organized around the following functions:

(1) Production and sharing of TV and audio courses and other instructional materials;
(2) Faculty/staff exchange and development;
(3) A research, evaluation, development network;
(4) Assistance in starting a model locally;
(5) A communications network and clearing house.

Organizational Principles: Two organizational principles should be underlined:

(1) This is to be a decentralized consortium. Wherever possible, funding should go to one of the participating institutions operating in the name of the consortium and using people from other participating institutions. This will minimize the need for a central bureaucracy, yet allow for inter-institutional cooperation. It will also allow for the optimal distribution of overhead funds, strengthening the local effort within its institutions.

(2) This is to be a collaborative consortium. We will want to develop close collaboration among the constituent groups on the local level in the development of the model and the reaching of students. We will also stress imagination in sharing contacts, resources, and knowledge so that people from one area can help those in another get started.

To Educate the People Consortium

The institutions below have sent representatives to Consortium activities (3-day workshops in Detroit, 21-22 June meeting, 17-18 January meeting).

Buffalo State College (SUNY)
Fredonia State College (SUNY)
New Paltz State College (SUNY)
SUNY System Headquarters (Albany)
CALL (22 institutions in NY)
Hofstra University
Trenton State College
University of Pittsburgh
Joint Council on Economic Education
University of Washington D.C.
Albany State College (Georgia)
University of Arknsas (Little Rock)
Cleveland State University
Wayne County Community College
Ferris State College (Michigan)
Southern Illinois University
Chicago Higher Education Council
University of Wisconsin (Oshkosh)
University of Wisconsin (Milwaukee)
Metropolitan Community College (Minneapolis)
  and University of Minnesota (Minneapolis)
University of Southern California
New College of California
@University of District of Columbia
Union of Experimenting Colleges and
  Universities

City College of New York (CUNY)
Ramapo College of New Jersey
Temple University
University College (Maryland)
Harvard University
Virginia Commonwealth University
Jackson State University
Youngstown State University
Wayne State University
Oakland University
University of Louisville
Chicago State University
*University of Washington (Seattle)
*Sonoma State University
*University of the Pacific
San Francisco Consortium
Middle Tennessee State University
University of Denver
University of Texas (Austin)
Cornell University
University of California (Los Angeles)
University of California (Berkeley)
University of Michigan
Michigan State University
Rutgers University

*AFL-CIO Education Department
Cleveland Labor Council (AFL-CIO)
Detroit Metropolitan Labor Council (AFL-CIO)
San Francisco Labor Council (AFL-CIO)
Professional Workers Department (AFL-CIO)
United Automobile Workers
UAW Region 9 (Cleveland)
UAW 906 (Mahwah, NJ)
AFSCME Education Department
National Manpower Institute
George Meany Labor Studies Center
Labor Institute for Human Enrichment
AAJCC

International Brotherhood of Teamsters
American Federation of State, County
  and Municipal Employees
American Federation of Teachers
Communication Workers of America
Graphic Arts International Union
International Association of Machinists
International Union of Electrical Workers
Retail Clerks International Union
United Rubber Workers
International Brotherhood of Operating
  Engineers
AAUP

PBS Educational Services
CPB
WNET New York City
WTVS Detroit
WCME Chicago
WNED Buffalo
British Open University Foundation
AACJC Public Broadcasting Project
New Jersey Public Television

Fund for the Improvement of Post-
  Secondary Education
National Endowment for the Humanities

Canadian Commission on Educational Leave and Productivity
University of Athabasca (Alberta)
York University (Toronto)
United Steel Workers of America - Canadian Branch
@International Labor Organization
UNESCO, Paris
University of Louvain, FOPES
Mexican Federation of Public Employees
Colegio de México
Ontario Federation of Labour

Some Other Visits/Presentations on the Model

OECD, Paris
AFL-CIO Annual Education Conference
Trades Union Congress, UK
University of Paris VIII
American Association of Physics Teachers
Work & Learning Conference
University of Buffalo, others
BBC Television
NUEA/NEH workshops in Humanities Continuing Educ: Albany, Memphis
American Association of Colleges National Meeting
Coastline Community College
University of Mid-America
Salzburg Seminar, Austria
Society of Applied Anthropology

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*on-site seminar only
@letter of support

statistics, the survey of graduates, faculty and staff perceptions of USWC goals, governance and structure, budget history, instra-university relations, external relations and external evaluations. It put us in a better position to understand the successes and problems of the model.

(7) From September - December, 1978 visits were made to more than 25 cities in the U.S., Canada and Mexico. Most were to Consortium members and involved presentation of the model to staff who had not visited Detroit and discussions with administrators and union officials, etc., in a consultative mode. Also, in the course of these visits and since, on-site seminars on the model have been given for representatives from more than eighty additional university and labor organizations. As part of the latter, a one-day meeting was held in Washington for national education directors of ten labor unions. Many of the universities were reached at NEH/NUEA Workshops in Humanities Continuing Education in Albany and Memphis, where USWC was invited to play a consulting role.

(8) The actual collaboration to seek funding began with two meetings at the Detroit airport in November, 1978 where six universities gathered with US/WC staff to develop concept papers.

(9) The second meeting of the Consortium was held in Washington on January 17/18, 1979. It is significant that union representation was greatly increased and that the first session was hosted at AFL-CIO headquarters by Education Director Walter Davis. The State Department transmitted an invitation to the Director-General of UNESCO, who responded by sending a delegate to represent the organization. (Figure 2) At this meeting goals and strategies were clarified, many federal agencies were introduced to the Consortium by delegates during the hours the meeting was not in session (a grant application to the National Endowment for the Arts was one result) and an Organizing Committee was formed. The report of the meeting was sent in the Consortium's February newsletter to a list of names now numbering over 600.

(10) Since Washington there have been three meetings of members of the USWC to begin to develop functional and geographical liaisons with the Consortium and its member institutions.

(11) Under the NEH grant, a book is being prepared detailing and analyzing the US/WC curriculum and the first five year's experience with it.* Since it contains recommendations for future changes, it will be circulated in the Consortium for comment prior to final publication.

(12) A development grant has been submitted to the NEH to assist institutions to begin the program (several have also requested pilot grants) and to perform some of the other Consortium functions.

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* Otto Feinstein, A Four-Year Humanities-Based Curriculum for Working Adults, Wayne State University, April 1979, approx. 300 pp.

THE TO EDUCATE THE PEOPLE CONSORTIUM

Although the germinal proposal for a consortium occurred in the Report to the Ford Foundation, the reality of the need for it emerged in the course of the 1977-78 three-day seminars with the simple notion that people needed help and means - expertise and economies of scale. As we have continued to talk and work together, it has become apparent that, for what we want to accomplish, there are more than just those pragmatic reasons which compel collaboration.

(1) If the degree model is designed to facilitate access of individuals to education, then the Consortium is a consistent parallel which facilitates access of institutions to the model.

(2) If a member of the Consortium has a capability (audio-tutorial curricula, continuous registration procedures experience, remedial services, Computer Based Resource Units, data collection and retrieval system for research, etc.), then the other members won't have to build that capability at the same pace; the strength of the Consortium is that is brings together these non-monetary resources.

(3) Networks among universities, unions and broadcasters already exist. The Consortium can work better with these networks than an individual institution and facilitate access for succeeding groups. More importantly, it can be a force to inter-relate the three existing networks.

(4) Certain of the states have highly centralized educational systems (New York, New Jersey, Wisconsin, California). If programs start and spread in one or more of these _via_ the consortial mechanism, it is likely to be easier for others to follow suit.

(5) Many issues in adult higher education involve system-wide problems (relationships between two and four year colleges,* the lack of tuition rebates, etc.), and a change agent which approaches the problems with systemic knowledge and actions can do much to resolve them. The Consortium could become such a change agent.

The conclusion we reach after the groundwork described in the previous section and in the evolution of our thinking recounted above is that the primary justification for the Consortium is the results to be anticipated from its mode of operation.

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* An interesting variant on the usual "Two Plus Two" arrangement between community colleges and universities has already been designed in Minneapolis. Each year of study in the degree model is being divided between two quarters offered by Metropolitan Community College and one quarter offered by the University of Minnesota; the students will alternate registration. The final year will be spent exclusively in the University. The results of this plan should be of interest in other parts of the country where adults have difficulty making the transition from two-year to four-year institutions because there is neither curricular integration nor adequate jointly-sponsored counseling.

In order to begin a new program, each institution will pass through essentially four phases which include the following types of activities.

Phase I - Exploration

1. Study materials describing the model
2. Attend three-day workshops to observe model
3. Receive consultant from Consortium for discussions with key people at home campus/community
4. Attend national meetings of Consortium

Phase II - Adoption

1. Prepare and distribute internal reports on the model and recommend local adaptations
2. Write feasibility study on potential students, available resources and resource needs
3. Conduct local workshops for faculty, administration, labor and community groups

Phase III - Planning

1. Faculty, staff, administration planning time
2. Decisions on curriculum, degree requirements, organizational structure
3. Secure participation of unions, television stations, etc.
4. Consultants from Consortium for extended planning and/or exchanges of staff with existing programs
5. Detailed implementation plan

Phase IV - Implementation

1. Assign faculty and staff to program
2. Obtain TV courses, air time, curricular materials
3. Establish data collection process for evaluation and research
4. Continue curriculum exchanges with existing institutions
5. Faculty/staff exchanges with existing institutions
6. Recruitment of students
7. Begin classes

It is worth noting that the activities in each phase are not rigidly fixed; each institution will have to operate according to its milieu, and the Consortium itself will evolve over time. This is not a simple replication process and some of the variations can already be demonstrated.

Figure 3

PHASE IV: CONSORTIUM AND LOCAL FUNCTIONS

Function	Consortium	Local
Curriculum Development	Consultant service to local and regional workshops. Participation in planning and operation of summer workshops. Coordinate grant applications related to curriculum development. Disseminate curriculum information within the Consortium.	Organization of local and regional workshops. Curriculum development input from local union and community groups with links to students. Contribute to grant proposals for curriculum development projects.
Faculty/Staff Development	Summer workshops for staff development. Organization of faculty/staff exchanges. Consultant to local workshops. Record and evaluate exchange projects; disseminate information. Liaison with other development projects/conferences, etc.	Selection of exchange faculty and staff. Local faculty/staff development workshops. Debriefing of returning faculty/staff.
Media Curriculum	Arrange utilization of existing courses. Review current and future media courses; mantain clearinghouse. Liaison with CPB, PBS, etc. Production of new courses.	Arrange use of courses, air time. Staff training in use of media courses. Local research on effectiveness of media courses.
Evaluation and Research	Develop research and evaluation models and materials. Consultation to local research projects. Regional and national workshops on research and avaluation. Coordinate grant applications; disseminate information within Consortium.	Implement information collection analysis and provide data to the Consortium for comparative studies. Local workshops on research needs and methods.
Institutional Links	Liaison with unions and other potential consortium partners. International contacts/programs. Liaison with funding agencies. Publication of newsletters, journal; organization of national meetings of Consortium.	Organize involvement of local TV, labor, community groups. Contributions to newsletters, journals; attendance at meetings. Participation in international programs.

For these purposes, the Consortium expects to have a staff with responsibilities to relate geographically (by region) and functionally (categories above) to members of the Consortium.

First of all, these are the institutions which expect to begin classes in 1979 (Phase IV):

State University College at Buffalo*
State University College at New Paltz
State University College at Fredonia
State University College at Cortland
Metropolitan Community College and the University of Minnesota (Minneapolis)
University of Wisconsin at Oshkosh**
University of Washington
Trenton State College
Athabasca University (Alberta)
York University (Toronto)
Albany State College (Georgia)
City College of New York (not yet at degree status)

Not all have received final approval and the procedure and strategy have differed in each case. In Buffalo much of the impetus came from the staff union, the United University Professions, which gave $25,000 to fund the organizational efforts, and it has received close cooperation from the administration. In Trenton the major activity was a thorough educational program for the staff of departments in the entire College, and approval was won in February. At Metropolitan Community College, the Minneapolis Foundation funded an extensive feasibility study. At the University of Louisville (scheduled for 1980) a former Federal mediator heads an advisory committee to unite business and labor behind the program. At Youngstown State University (planning for 1981) several phasing-in schemes are being considered to take account of the faculty union's contract which currently restricts teaching at non-traditional hours. At Oshkosh the adoption process began with faculty teams visiting six universities, including Wayne.

Like the approval procedures, the model itself has already been subjected to variation. Metropolitan Community College is restructuring the first two years into an Associate's degree and collaborating with the University of Minnesota's General College to provide the final two years. The University of Louisville plans to gradually convert the basic model to a competency-based one. Oshkosh is beginning without television, while Athabasca is adding to its existing outreach program; CNNY will at first be based upon TV courses but will support them with classes in learning centers.

What the institutions share are the commitments to systematize instruction, advising and organization, to work with and through the students' organizational affiliations, to seek students from under-represented sectors and to share resources and experiences within the Consortium.

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* Began on February 19, 1979 and expects to have 200 students by Fall, 1979.

** Began in February, 1979 with forty students.

Participation in the To Educate the People Consortium

After less than two (2) years cf effort the participation of the constituents of the consortium is quite impressive and is continuously growing. The main thrust in reaching higher education has been through the chief administrative officers of these institutions. A year ago we mailed each of these officers a copy of To Educate the People and asked them to send their teams to Detroit for a three day workshop. They had to cover expenses themselves. This has resulted in the present high level of participation.

A new, additional approach, to higher education involvement originated in New York State where the United University Professional union (AFT,affiliated) developed a demonstration project at University College Buffalo (SUNY) along with the administration. The model is now operational with the Steel workers, Autoworkers, and Public Employees involved. There is a distinct possibility that such efforts might be replicated through out the country.

The participation of international unions increased dramatically with our Washington conference in January 1979 which was hosted by the AFL-CIO, UAW support has been critical since the begining and the Teamsters, AFSCME, the Canadian and Mexican unions have been interested in the project for over a year. Local labor bodies in many major cities are now showing their support as well, as are unions from other countries.

Participation of public television is also developing, we have good contacts and interest in some of the major metropolitan areas, as well as with state-wide educational television networks and local stations. Efforts are being made to develop this element of the consortium even further.

A wide range of funding agencies are becoming acquainted with the model and the consortium, as are elected officials with a role in higher education. Our studies of the basic legislation establishing many funding agencies and the charter of private foundations clearly indicate that our efforts are directly in line with their top priorities. It is now our task to convince them that we are capable of delivering results and that they should make a renewed effort in these priority areas.

An additional element of major interest is the international connection. The US/WC program has develop a number of study abroad programs for working adults which are described in this book. The number of possibilities given a consortium are very large, but in addition there is the possibility of adaption/adoption of the model in many other countries.

How the Consortium will Operate

The To Educate the People Consortium is designed to link higher educational institutions, labor unions, and public television stations into an operational network which will make possible a systems wide change in higher education providing working people with access to higher education.

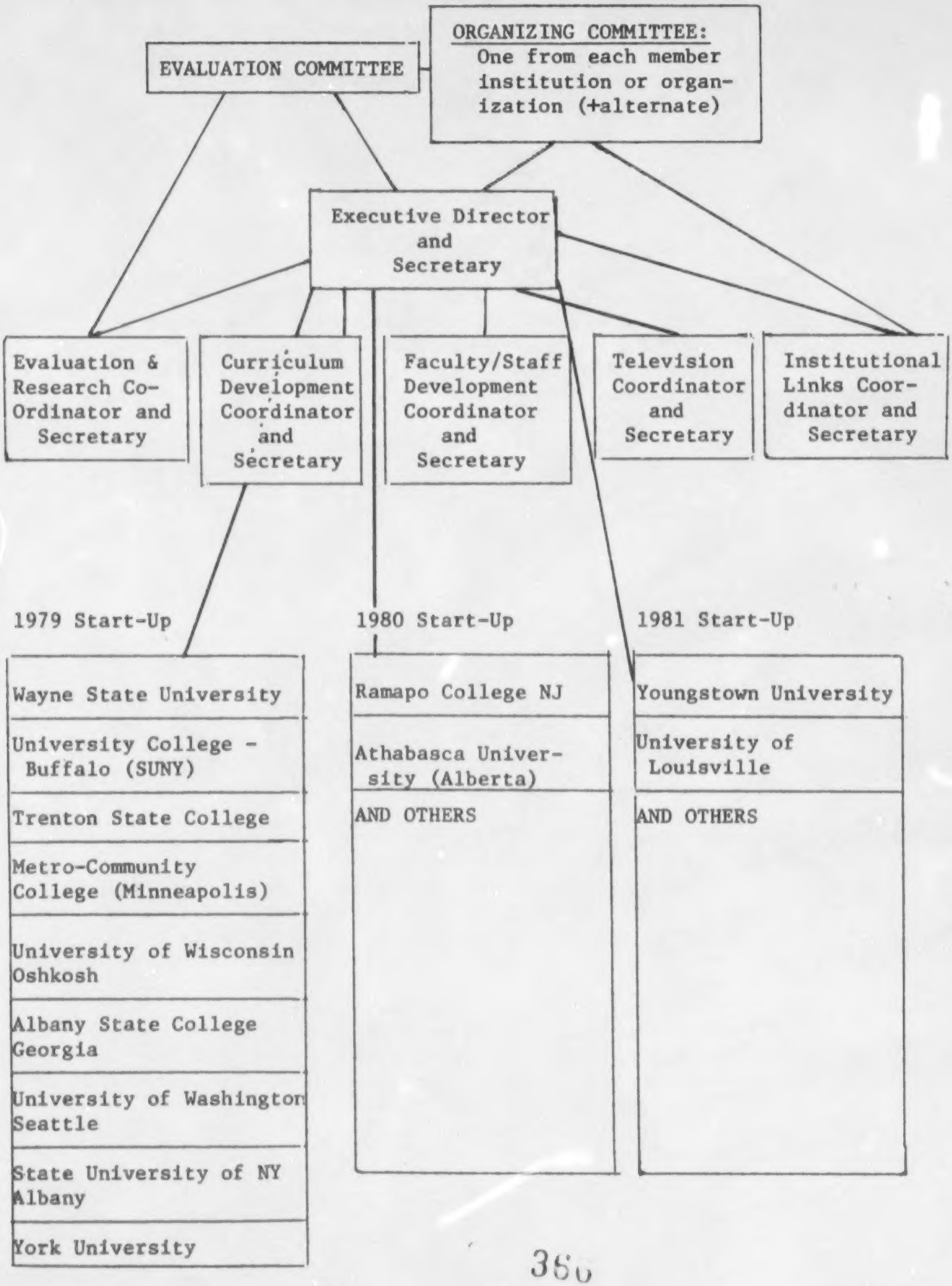
The consortium will focus on five functions that are critical in accomplishing these goals:

(1) Make available faculty and staff to carry out this program in widely different environments;
(2) Provide the television courses and related materials to those wishing to adapt and adopt the model, reducing the time, effort, and funds needed to get it going;
(3) Provide for a system of curriculum development on a consortium wide basis making it possible to meet the needs of working adults and pooling the intellectual resources on a consortium wide basis to do so;
(4) Provide for a consortium wide system of evaluation and research, needed both for the evaluation and development of the program and for pooling resources on important research questions;
(5) Develop consortial wide linkages on the international, national, regional, state, and local levels with higher education, labor unions, public television, funding sources and professional associations critical for assisting the development of local models and for the system-wide breakthrough to which we are committed.

The consortium will try to carry out these functions by two means. The first of these is self-help and the second is a collaborative approach to getting outside funding and other resources to make these five functions operational.

At the present a number of elements of the self-help approach have been developed and are awaiting response:
(1) We have proposed that all institutions interested in the model (at whatever phase of implementation they are at) should initiate a nine-month exchange with the US/WC program. The exchangees would remain on the payroll of their respective institutions, making the cost for this approach most modest - moving costs, and costs for a two-three week seminar before the exchanges take place. The personal links and the concrete experience in each other's environment would create a real consortial network.

CHART: ORGANIZATIONAL STRUCTURE FOR CONSORTIUM


EVALUATION COMMITTEE
ORGANIZING COMMITTEE: One from each member institution or organization (+alternate)
Executive Director and Secretary
Evaluation & Research Co-Ordinator and Secretary
Curriculum Development Coordinator and Secretary
Faculty/Staff Development Coordinator and Secretary
Television Coordinator and Secretary
Institutional Links Coordinator and Secretary
1979 Start-Up
Wayne State University
University College - Buffalo (SUNY)
Trenton State College
Metro-Community College (Minneapolis)
University of Wisconsin Oshkosh
Albany State College Georgia
University of Washington Seattle
State University of NY Albany
York University
1980 Start-Up
Ramapo College NJ
Athabasca University (Alberta)
AND OTHERS
1981 Start-Up
Youngstown University
University of Louisville
AND OTHERS

The recommended number of participants for each institution would be two; one would be the actual person exchanged and the other would be the key local person assigned to studying the feasibility of the model or to implementing it. The third person of the team would be the exchangee from US/WC. This team would be in continuous communication. At the end of the year the exchangees would return home. The local area would have a team of two to start implementation (with much of the ground work done) and US/WC would have a person who would have had real experience in another environment who would be most helpful in the evolution of its program. The consortium would have underpinnings of a real human network and in depth knowledge of the conditions in all its parts.

Shorter term exchanges should be arranged with union and TV personnel.

(2) The curriculum development and research/evaluation component could be built into these exchanges and into the workshops preceding them.

(3) The provision of the television courses would also be on much more favorable terms given a self-help model. US/WC has agreed to make all courses available at a cost of $1,500 per year (given a three year contract) for US/WC rights plus the cost for dubbing and the broadcast and casette tapes. The dubbing and tape costs come to about $6,500, per 55 half-hour for a single course. The self-help approach, coordinated through the consortium would provide massive savings on the dubbing and tape costs.

Let us say we had ten consortial partners interested in using the TV courses at this time. If each came up with the tape and dubbing costs for one (1) course, all the rest of the TV courses would only cost the $1,500 rights charge to US/WC.

(4) The linkages with labor unions, public television, professional associations, and funding sources require the existence of the consortium. These are national networks and require an international consortium in-order to link into them. The establishment of the national organizing committee and the evaluation group with representatives from all the constituencies is one way for maintaining and developing these links. A person in Washington DC and Detroit and a secretary would be the resources needed for this aspect of the self-help model.

The second means, the collaborative approach in getting outside funding would operate in the following manner:

(1) We would try to get outside funding to pay for moving expenses, summer and mid-year two-three week workshops for the participants; and a small bonus to encourage the exchanges. In addition a full-time staff person and secretary would be assigned to organize the exchanges and workshops, and to maintain regular contact with the exchangees.

(2) Another major use of outside funding would be to purchase a complete set of the TV courses, tapes, rights, etc. on an unlimited utilization basis for all consortial members. After the first period of consortial operations the consortium would seek funds to produce its own core series.

The concept we developed for this second period would be to produce a one hour special out of each five half-hour segment, and then to provide funding to the local adaptations to develop the three other half-hours. The productions would be farmed out throughout the consortium. The specials would be made at a level where they could be used by the public television networks as specials, and turned into films for educational use.

In the initial period we would see a staff person and secretary for the consortial TV function.

(3) We also saw the use of outside funding for a person in charge of the evaluation/research, the linkage, and the curriculum development functions. These three staff persons and secretaries would service the entire network for their respective functions.

In addition each operational model would receive funds for a part-time person for each of these three functions, along with some operational funds, and funds for twice a year meetings of these three groups.

(4) Other funding would be sought for such items as a newspaper, journal, specific research projects (like the impact of the parent's attendance of school on the children's school behavior), and for funding the activities of the organizing and the evaluation committees.

(5) Finally we have agreed upon the advisability of providing between $50,000 and $60,000 to each of 10-12 institutions starting each year for three years. One approach to this would be a type of rotating or loan fund. Where institutions who received this support in one year would offer

an equivalent worth of services divided over three years.

The development of local models of about 1,000 students each in 30 places would provide a permanent break-through in higher education. It would also provide the core for reaching out to other constituencies not normally reached by higher education.

Towards a Democratic Humanities

Two profound results could be expected from this consortium: first, the academic humanities would be greatly strengthened, as would higher education both in terms of the number of students involved and the adaptation of the curriculum to meet their needs; second the wide array of needs for higher education from economic to civic would be met at modest costs.

While these two results are sufficient, two other results should be looked for. First, the humanities themselves will receive a major re-invigoration by bringing the experience, wisdom, and perspective of working people into their development. Second, the adult public, usually not reached by higher education, would feel that their tax dollars are really getting for them what they want.

The result might be a democratic humanities and a major increase in the health of our society. The development of the Sabbatical to provide time to study and learn, and of the curriculum to clarify the intellectual contents of the process, are key elements for the development of the consortium and for attempting to reach these major goals.

ADDENDA

Student Characteristics and Retention
Survey of Graduates
Research into Student Attrition

The items in this addenda have been included to give the reader an insight into student characteristics, research methodologies, and the interface between curriculum/program and the condition of the student. Initially we had intended to include some studies on faculty and staff attitudes, impect of the program on faculty and staff, and a collection of local, national and international press coverage of the USWC program and of adaptations through-out the To Educate the People Consortium. Given the nature of this document, as a draft for further discussion, and the limitation of funding available we have at this time excluded these items. We hope to include them, and other studies concerning USWC and the To Educate the People Consortium when a final document is published.

Student Characteristics and Retention

The characteristics of the students enrolled in University Studies and Weekend College depend very much upon when they are measured, the only stable factors in the profile being that nearly all students are married and full-time employed and the high percentage of non-white minorities. A large proportion of students have been in their mid-30's but the median age declined as older veterans saw their benefits expire. Initially there was a high percentage of women, which declined as veterans enrolled and is now on the increase again. The number of industrial workers, many of whom are veterans, has varied with the availability of GI benefits and with the nature of recruiting as it related to the unions. Given these examples, it can be seen that the student profile reflects the program's history and the external and internal influences through which it passes.

This means that records must be kept continually both in order to respond to the needs of the students currently enrolled and to have a measure of whether goals to serve particular audiences are being met. The data will also be indicative of the financial status of the student population (veterans, people eligible for tuition rebates and for such aid as BEOG), and this can be of value in anticipating problems.

The motivations of students entering USWC are both vocational and educational, with a heavy emphasis on the latter. We have found, from several surveys, that the answers on motivations are very sensitive to the way in which the question is posed. There is a shift in the vocational/educational balance according to whether the question asked is:

> Why did you originally enter the Weekend College Program?
> What does the attainment of a BGS degree mean to you?
> What aspects of your life do you expect your higher education to change or affect?

The figure on the next page shows the results from three small surveys in which questions on motivation for entering the program were asked.

Retention is easily measured statistically but the reasons a student does not complete a program are complex and not readily assessed; however, the program's success requires an effort to do so.

We have found that most students who leave are satisfied with the program and would like to complete college. Financial problems are predominant among the factors leading to non-completion and these appear under several guises. Students who have received benefits above tuition costs (G.I. Bill) tend to drop out once these are lost even though they may still be eligible for employer-paid tuition rebates. This may stem from resentment or the fact that these benefits came to be an expected and necessary part of their family budgets, perhaps a substitute for overtime or a second job. The

Reasons for Entering USWC: Three Surveys

(results given in per cent)

Survey 1[a]		Survey 2		Survey 3[b]	
Why did you originally enter the Weekend College Program?		What was your main reason for attending the Weekend College?		"Motive"	
To get education (degree)	23 (29)			Need for degree	14
To get education and better myself	15 (15)	To learn, improve self	40	Self-improvement	44
To better myself	10 (10)			Lack of self-confidence and/or desire for acceptance	10
Just curious	4 (3)				
Convenience of program	19 (12)			Time/convenience	27
Convenience of program and education	5 (6)				
Job advancement (or possibility)	4 (4)	Seek raise or promotion	9	Monetary--future	31
		Desire career change	11	Monetary--immediate	35
Convenience of program and VA benefits	3 (4)				
VA benefits	9 (10)	VA benefits	29		
Education and VA benefits	4 (4)				
Education, better myself, and job advancement	3 (2)				
No response	1 (1)	Other	11	Other	13

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[a] Number in parentheses is the percentage choosing each answer from among the 100 employees of large industrial firms in the sample.

[b] More than one answer could be checked in this survey.

benefits also seem, for many, a psychological insulation from the risk of re-entering education after a lapse of many years. "I'm in it for the money" is a handy response to peers.

A second financial problem arises in relation to university procedures. Students who experience some difficulty at the beginning of a term which prevents them from attending a course may assume that they owe nothing for what they haven't consumed. Their failure to withdraw officially results in an unpaid balance and inability to register in a subsequent term. Requiring them to read and sign statements of withdrawal and refund policy does not work and it is preferable to establish a staff-initiated withdrawal system to protect no-show students.

A third problem is employer-paid tuition. Most employers require students to pay tuition and claim reimbursement after grades are reported, which means the student often must pay for a second term before being repaid for the first, and the large outlay of capital may discourage re-enrollment. Direct billing of employers or deferred tuition will respond to this difficulty.

Financial issues aside, it is hard to distinguish academic from non-academic reasons for adult student drop-out. Family illness, work schedule changes, etc., play a role. An effort to monitor these factors should be made; first, so that help can be given when possible and, second, so that stop-outs might be prevented from becoming drop-outs by maintenance of contact (newsletters, phone calls, program events) during the period a student interrupts studies.

Finally, it is important not to treat drop-outs as failures. Some students discover the program is not what they want and should be given redirecting counseling. Others may find they have had a satisfying experience even if they do not complete the terminal credential - and they should't be made to feel bad about that.

Study of Graduates*

One important way to determine the value of a degree program is to measure the outcomes for its graduates: are they satisfied with their educational experience, does the degree permit admission to further studies, is desired job mobility facilitated by the credential ?

To answer these questions, students who received the Bachelor of General Studies degree between June 1975 and December 1977 were asked to complete an extensive questionaire. The survey used was the one prepared by the Bureau of Social Science Research (BSSR) which, under contract to the National Institute of Education (NIE), had undertaken a national study of graduates of external degree programs. This choice was made so that the experiences of USWC graduates could be compared with a country-wide sample. The presentation here generally follows the format used to report the NIE results.

The BSSR-NIE External Degree Study**

The selection of institutions and their graduates for the NIE study was based upon several restrictions, including a definition of 'external degree" and a cut-off date for graduation. Programs were excluded if their degree could not be completed with less than 25% of required on-campus classwork, and graduates were excluded if they had not received their degrees prior to September 1975.

USWC presents an ambiguous case with respect to the definition (although it is listed in the Guide, Reference 3). At least 33% of our program takes place in the classroom (the workshop course) --but largely off campus. Another third (the conference) takes place on campus -- but is this format a classroom ? It should also be pointed out that many external degree programs use non-traditional curriculum design (learning contracts, competency based learning, life experience credits) and evaluation (credit/no credit, narrative). The similarities of USWC to the national sample are, however, more important than the differences; our students are working adults pursuing degree oriented higher education outside the typical extension format.

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* This is an abridged version of the original study done by Eric Fenster and Lynne Standley. The complete study is available from the US/WC program.

** The complete methodology and results can be found in:

1. Carol P. Sosdian and Laure M. Sharp, The External Degree as a Credential: Graduates' Experiences in Employment and Further Study,NIE-DHEW, Washington, April 1978.
2. Same authors; Notes on Methodology BSSR, Washington 1978.
3. Same authors: Guide to Undergraduate External Degree Programs in the United States, NIE-DHEW, Washington, March, 1978.
4. Carol P. Sosdian, External Degrees: Program and Student Characteristics, NIE-DHEW, Washington, March 1978.

The NIE study had a narrow objective -- to determine the value of the external degree as a credential its acceptability for further study, its negotiability in the world of work; the educational quality was not directly measured. The cut-off date for receipt of the degree,therefore, assumes significance; most NIE-surveyed graduates had had at least two years to translate their degree into work or education advantages by the thime they received the questionaire (May 1977). In contrast, only 16% of USWC graduates had held their degrees that long when they were questioned, and a few received the questionaire at the moment of graduation. This difference must be kept in mind throughout when comparing the results of the NIE and USWC studies. The reason for this difference is the recentness of the USWC program.

The NIE study identified 244 programs, at the Associate and Bachelors levels, in 134 colleges and universities, with a total external degree enrollment of 54,000 in 1976) and eventually mailed the questionaire to 2,647 graduates from 32 programs in 20 institutions. There was a return of 1,486 questionaires - 589 from Associate degree recipients, 897 from Bachelors degree recipients. Among the latter, 35% took their degree in Business/Public Administration and 26% in Applied Social Sciences. Only 8% of the respondent had earned a General Studies degree, 5% Humanities/Fine Arts, 4% individual programs. Again, the preponderance of "professional" degrees in the NIE survey must be considered when comparing the results of negotiability in employment.

Survey of USWC Graduates

When the questionaire was mailed (late November 1977), the number of USWC degree recipients stood at 125 which included those announced for December (by this writing there are over 300). Graduates from Jackson Prison who were still inmates were not included in the mailing because many of the questions were inappropriate. This left a potential sample of 100. An attempt was made to reach 22 non-responders by telephone; at least six telephones were disconnected. Several questionaires were returned as undeliverable; some of these no doubt overlapped with the disconnected telephones. A reminder letter brought in only four additional questionaires, giving a total response of 45 graduates.

In the NIE survey, 23.7% of the original sample was removed because of undeliverable questioanires and another 12.3% because nonrespondents could not be traced by telephone. The true response rate was adjusted to 67% on this basis. If the contact failures with USWC graduates have parallel rates and reasons (changed residence, postal inefficiency,etc.) then we also had a response of 60-70%. Exact data was not kept and the importance here is only that interest level and willingness to respond were similar in the two groups.

It is recognized that the sample is small for serious statistical conclusions and the percentages are strongly affected by few respondents. It is also understood in this study and by the NIE authors that biases will appear in the answers to certain questions in a retrospect ive study (e.g. goals at entrance) and that a survey of completers does not fully measure the value of a degree program. Furthermore, in the case of USWC it is too soon to evaluate the experiences of graduates who have taken the full four years of the program; Also, demographic data on graduates to date differ from the demographics of the current students. On the other hand this study sets the basis for future and continuing studies of USWC graduates, studies comparable to other similar programs, and gives some insight into one aspect of the USWC program, and its students in particular.

Profile of Graduates and Reasons for Choosing This Program

USWC graduates substantially resemble the national sample in being employed adults in their late 30's with families. The major differences are the precentage of women and non-whites at USWC, and families are somewhat larger. Many more USWC graduates work in the private manufacturing sector (which was one of the goals of the program) and the large number of military personnel who are found in external degree programs are not found here. Individual ($17,200) and household ($23,800) incomes reported in the national sample are similar with USWC average being $400 less in both categories due to the larger number of women in our program. While the median age at completion is virtually the same in both groups, only 40% as many USWC graduates as nationally are under 30.

Most graduates in both groups had previous college experience, but there are significant differences in the educational experiences which were given credit at program entry because of the policies of many external degree programs. The USWC group received credit only for college coursework -- not life or work or military experiential credit. Since the USWC program generally requires five year for completion and since the first students entered in 1973 only a handful could have graduated at the time the survey was taken without previous college work. This situation has changed greatly.

Comparisons Between NIE sample and USWC in Demographics & Education
(Percentage of those responding)

	NIE*	USWC
Men	71 %	58 %
Women	29	42
White	90	49
Non-White	10	51
Married	80	77
Separated/widowed/divorced	10	18
Never married	10	5
No Children	34	16
One or two children	36	47
Three or more	30	38
Employed while in degree program	91	91
private manufacturing	9	41
education (public and private)	13	7
nonprofit service (public and private)	13	27
medical, legal, financial sector	6	?
self-employed	3	5
other government and military	29	5
other nonmanufacturing	20	7
Age at Degree Completion (median)	37	38
Under 20	8	0
20-29	20	11
30-39	32	44
40-49	26	29
50 and over	14	16
Education Experience for which credit was received at program entry		
Previous college course work	70	77
Work or job experience	40	2
Standardized exam scores	28	2
Military Training	31	2
Life Experience	21	2
Correspondence courses	18	0
Associate degree	26	52
Other	6	0
None	4	2
Reasons for previous non-degree completion		
Family responsibilities - male	38	44
Family responsibilities - female	70	75
Did not know what I wanted	37	21
Military Service	35	25
Financial Problems	33	42
Job was too demanding	31	46
Changed residences frequently	22	0
Did not need a college degree	15	4

* Completion of External Bachelors degree

The large majority of both groups had made earlier attempts at a college education and, as might be expected, the most important reasons for non-completion were pressures of job, money and family responsibilities -- with women being significantly more affected by the latter than men. If, as is possible, the previous college experience of many consisted of extension courses or other non-programmatic offerings, this does not seem to have been done by design. Almost all graduates perceived the need for a degree and it was probably only when programs such as external degrees or USWC became available that this could be fulfilled.

This conclusion is reinforced by the importance given to a series of program characteristics which led to the choice of a non-traditional degree. In both the NIE and USWC surveys, four of the top five reasons related to scheduling, with USWC graduates rating these (and other) characteristics even grater in importance than the NIE graduates. Several interesting results were obtained from these questions. In both groups the fact that classroom coursework might be required had less importance than that the classroom was at a convenient location. Secondly, the varieties of opportunities to receive credit for experiential learning were of least importance among the categories.

Finally, it seems at first extraordinary that USWC graduates (and we have noticed this in other studies of currently enrolled USWC students) give such importance to independence and an individualized approach to studies considering how structured the program seems to be. Answers to subsequent questions show that USWC students were satisfied that these objectives were reached. A coherent structure seems to provide a vehicle, rather than an obstacle, for independence.

Importance of Program Characteristics for Choosing Non-Traditional Program

	Nature	USWC	Rank	NIE
Needed/wanted to maintain regular Working Schedule	S	1		1
Minimal number of required days(time) on campus	S	2		5
Chance to be in a program with flexible scheduling	S	3		3
Chance to have independence and individualized pgm	I	4		6
Chance to be in program with flexible locations	S	5		7
Chance to have previous college work given credit	P	6		2
Needed/wanted to obtain degree in shorter time	S	7		8
Specially designed areas of study offered or possible	I	8		9
Chance for part-time study	S	9		4
Minimal amount of classrom coursework required	I	10		10
Chance to have work experience recognized for credit	P	11		11
Chance to have life experience recognized for credit	P	12		13
Chance to have military courses recognized for credit	P	13		12

S= Scheduling and timing; I= Instructional Feature; P= Previous Work & Study

USWC graduates chose the program mostly because "it sounded new and interesting". whereas reasons were more varied in the national study. Of course most USWC graduates entered before the program existed long enough to have a "reputation" and before there were enough students that many could have been influenced by a network of friends

Factors Influencing Choice of Specific Degree Program

	USWC	NIE
Sounded new and interesting	80 %	41 %
Good reputation of the program	7	37
Lower Cost	9	20
Recommended by counselor or advisor	16	21
Had friends in program	13	19
None	11	10

Goals at Entrance and Goal Attainment

Graduates were asked to rate the importance of ten goals, education and career-oriented, which they desired to achieve when entering the degree program. The results may surprise those who believe that job mobility is the primary reason for pursuing a degree. The satisfaction of having the degree was ranked most important, and the four least important items were career-oriented ones -- in both groups. Among the four top-rated goals selected by USWC graduates, three were educational, compared to two of four by the NIE group. Note again that "learning on my own" was one of these.

The attainment of goals was measured in several ways. Graduates were asked to state whether a variety of goals had been reached or not, without reference to how important those goals were considered at entrance. The three goals scored as reached by the highest percentages in both groups were educational/intellectual. Here, it should be noted that the goal of "...learning on my own" was checked as achieved by 93% of USWC graduates, supporting the sense of independence students discern within the structured curriculum. The group of career-oriented goals scored lower, especially in the USWC group, where there are also higher percentages of "undecided". This is probably because these graduates have had a shorter period of time to translate the degree into desired job mobility. Similar results were obtained when goal achievement was correlated with the respondents who ranked them as "very" or "extremely important".

When graduates were asked to choose the one most important benefit obtained from earning the degree, the two top responses were future oriented toward education and job opportunities -- further education being more important to the USWC group.

When graduates assessed personal gains resulting from their degree experience, the categories ranked one to three were the same for both groups. Within the USWC group, the rank order follows a consistent pattern; the further a gain is from subjective satisfaction and the more specific it is with respect to skills, the lower the scale value. USWC students rate gains somewhat lower than NIE study counterparts whether one compares each gain or the scale value at each rank within the group, the exception being "increased appreciation and use of fine arts and humanities," While the differences are not insignificant, the similarities between the national and the USWC groups are more impressive,

The similarities are even more striking when the two groups compare the value of their degrees with traditional ones. Many (about 40%) of the graduates rate the degree as more valuable, but they recognize that others may not. The more distant the relationship to these "others" the less the students expect the degree to be judged more valuable, but no less than two-thirds ever expect the degree to be rated other than of more or of equal value.*

The Degree and the World of Work

We now turn to the objective changes which occur when the graduate interacts with the world of work and with further education. For those who believe that job mobility is the chief reason adults would undertake degree studies, the results are suprising; approximately 40% of the graduates claim that they had negative expectations in each of these categories. Those USWC graduates who did not have expectations turned out to be more prescient than their colleagues in the NIE study; they indeed experienced no changes. On the other hand, USWC graduates who did expect changes were more frequently disppointed than those surveyed by the NIE. At least a third did, however, experience job changes and a final accounting will have to wait the passage of the same post-degree time as in the NIE survey. It can be noted that of the eight USWC graduates who did have their degrees two or more years at the time of the survey five (63%) reported significant employment changes -- which is in line with the NIE results.

Another reason, besides the short interval since the degree, for anticipating that USWC graduates would experience fewer job changes than the NIE sample is the level of support employers gave to studies. In both groups, only a few students had received promises of a better job (10%), but fewer USWC graduates claimed to have received even "moral" support and more said they received no support from employers. While it is true that USWC students received more tuition benefits, it is also true that most of these resulted from contractual obligations.

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* The unabridged version of this report contains extensive statistical data in relation to all of these issues.

Most graduates (80%) have remained with the same employer and it is important to ask whether a college education is, in each case, relevant to promotion, pay increases, etc. Scanning the list of jobs held at the time of studies and at the time of the survey, it is clear that many students could have little hope that a degree would lead to in-house job mobility, and for some among these a new job would mean giving up one with good pay and/or seniority. Many instructors have often remarked that the family income and job security of their students was significantly greater than their own.

The Degree and Further Education

Graduates were asked a series of questions concerning their itentions with regard to further education and their experiences to date. The first thing which emerged was a widespread desire to seek advanced dgrees, 74% of the USWC group declaring this ambition, with some planning to ge beyond the masters level.

By the time of the survey, 40% of the USWC graduates had already applied for further degree studies and, of those for whom decisions have been reached, 85% have been admitted. It seems probably that these statistics will indicate an even higher rate as time between graduation and study of graduates increases. The USWC graduates feel well prepared and believe that they perform well in their graduate and professional education.

Among graduates who decided not to apply for further study, the time incompatibility between work and school was the most frequently cited reason. Many suggesting that USWC offer its own graduate program and that they would register in it. Financial problems were given equal weight among USWC graduates. It is encouraging that fears about the acceptability of the degree played almost no role. Also interesting is that while family responsibilities were a reason why the respondents (USWC and NIE) did not complete a degree prior to entering a non-traditional program, this factor dropped to 16-17% after a first degree had been earned. None said that they experienced special problems due to their degree (BGS) in getting admitted to graduate or professional schools.

Conclusions

The USWC graduate, those involved in this study, shares many traits with colleagues in external degree programs nationally. The main differences here are the higher ratios of women, non-whites and employment in the manufacturing sector -- and that all students at USWC pursue a general studies program, whereas specialized degrees predominate in the national sample.

The statistics of the USWC survey follow, in basically every respect, the national trends -- from desired program characteristics, to goals at entrance, to goal attainments and satisfaction, to future intentions -- and in many cases, not only the trend, the percentages are consistent. When the differences in elapsed time since awarding the degree are taken into account, desired job changes are satisfactory and seem destined to be comparable to those in the national sample. The BGS degree has also proven to be an acceptable instrument for admission to graduate studies.

When the freshmen entering traditional dgree programs at Wayne State were surveyed in 1974, 42% said they expected to eventually seek advanced degrees.* Among recipients of the BGS degree from USWC, 74% say they plan to seek a higher degree and 40% have already made applications. These surveys are not directly comparable because they occurred at the point of entry in one case and after exit in the other. The most relevant data available at Wayne show that of the 1976 Liberal Arts graduates at all levels (Bachelors, Masters, Doctorates), surveyed three months after receipt of degree, 25.5% intend to go on to further education full-time, 35% intend to continue part-time, 14% did not intend to coninue (many in this group were recipients of terminal degrees) and 26% were undecided. The BGS experience is at least as positive as traditional programs in stimulating a desire for further formal education.

Adults in degree programs emerge as not recklessly sanguine sbout the direct connection between an education credential and job mobility. One might say they already know the world of work well enough to anticipate the responses of the employers surveyed by the NIE. They do, whether recipients of external degrees or of the USWC BGS, receive substantial job rewards, but any assumption that these are the exclusive or even primary reasons for going to school must be seriously questioned on the basis of the clear results of this and the NIE surveys.

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The next section of the addenda deals with research into student attrition. This study was completed in 1979 on students who entered the program in 1978. One aspect of the study is to give the reader an insight into the changing nature of the USWC student body, the level of previous education being but one of the factors that has dramatically changed since the entrance of the students who were in the Study of Graduates.

Research into Student Attrition in the University Studies and Weekend College Program

Alan Woodley
British Open University

The purpose of my visit to the University Studies/Weekend College Program was to "plan for development of a research capability addressed to the problem of attrition among adult learners in the Weekend College." In my view such a research capability would involve the following components:

- A trained social researcher
- Appropriate research strategies and techniques
- Adequate computing facilities
- Sufficient funding for data collection and analysis
- Help and cooperation from other faculty and staff members

Consequently, the outcomes of my visit have been largely "invisible," involving talk rather than action. In this report I have outlined what I believe are the aims of such research, the research that has already been instigated with some tentative results, plans for future research and some possible strategies for improving student retention.

RESEARCH AIMS

(i) The Identification of Student Characteristics

Through a knowledge of students' demographic characteristics, their motivations, attitudes, educational background, etc., the Program can be adapted to meet the needs and circumstances of its clientele and thereby reduce student attrition. This information would have to be collected at periodic intervals to detect changes in the student population.

(ii) The Measurement of Attrition Rates

Basic attrition rates need to be calculated to determine how many students withdraw from the Program and at what stage. This will determine whether any action is necessary and, if so, at what point action might achieve the greatest results.

(iii) The Development of Predictive Indices of Student Attrition

By comparing the characteristics of successful and unsuccessful students it should be possible to develop predictive indices. Such indices could later be used to identify "high risk" students amongst each new intake, who could then be given special assistance and counselling.

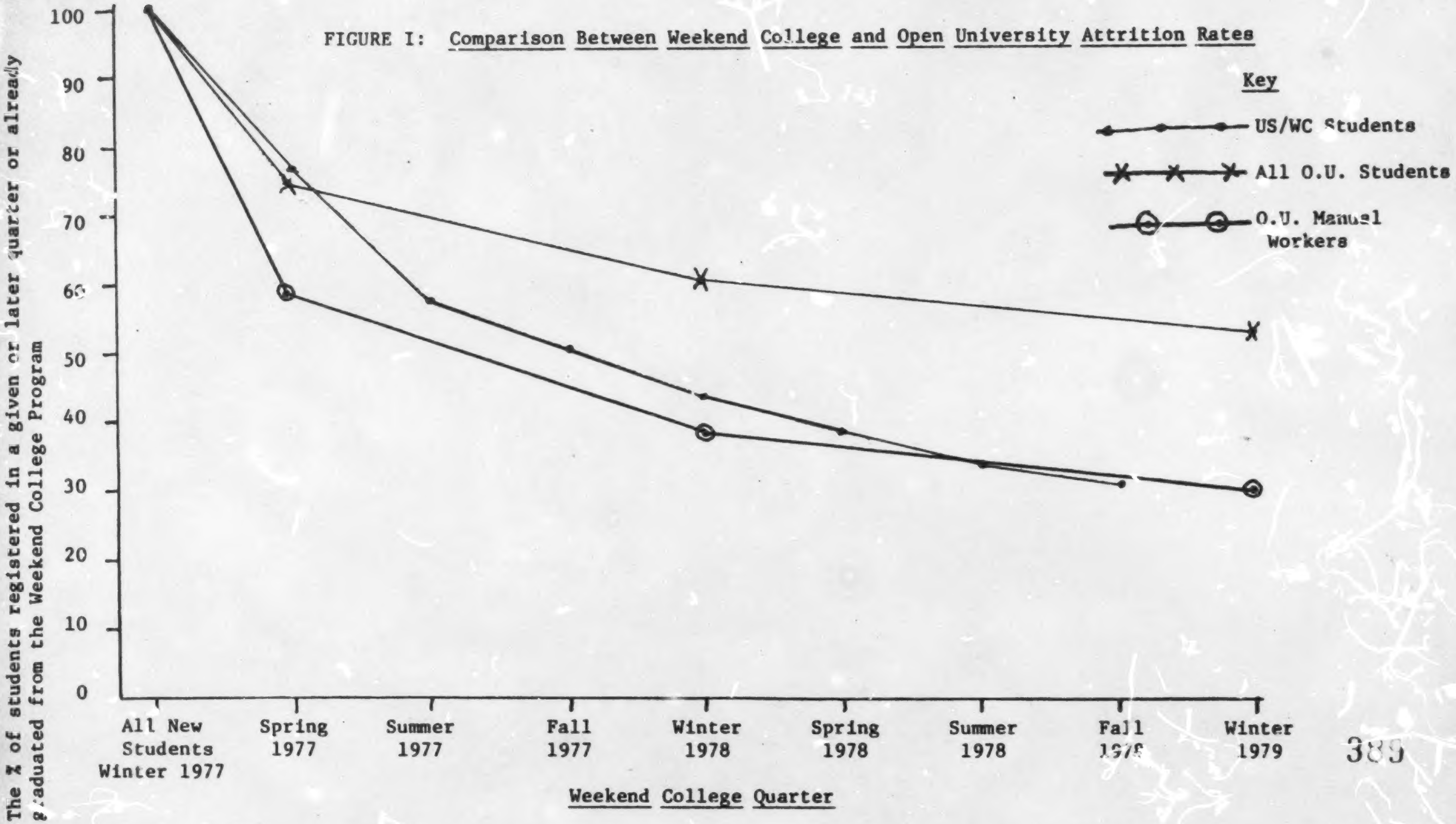

FIGURE I: Comparison Between Weekend College and Open University Attrition Rates

-Basic attrition rates were calculated

-Students were selected for personal interviewing

Also, a group of 100 were selected at random from the 650 for more detailed analysis. An SPSS file was created which contained all the demographic and performance data currently available for this group. By using this file Weekend College staff will be able to acquaint themselves with SPSS, to explore certain hypotheses concerning student behavior and to find out which methods are most likely to be applicable and productive in the study of student retention.

SOME RESULTS

Attrition Rates

The study of the Winter, 1977 intake showed that one in four of the new students left after one quarter. By Fall, 1978 only 31% were still studying or had already graduated.

It has not been possible to obtain any comparative figures for Wayne State University on-campus students. However, some figures from the British Open University are given as an example of another non-traditional adult degree program (see Table I and Figure 1). In overall terms the Open University loses a similar proportion of students in the early months but does somewhat better over a two year period. However, the Open University has a very different clientele and around one in three of the students are teachers. When only manual workers are included, the attrition rates are very similar to those for the Weekend College.*

The SPSS file containing data for the 100 Winter 1977 students was analyzed in a preliminary attempt to identify demographic variables which were related to student progress. The number of quarters studied was used as the dependent variable and the results are shown in Table 2.

It appeared that women, non-veterans, those aged under 26, those not married and those who did not transfer in any credit hours fared less well in the program. As several of these variables were clearly inter-related a stepwise regression was performed to determine the best predictor.

Veteran status was the first and only variable added into the regression equation. Analysis ended at this point due to the small size of the sample and the criteria used for limiting the addition of further variables.

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* The figures shown are not exactly comparable. The Open Unviersity figures are based on students registered at a given time and therefore will tend to be somewhat lower than the Weekend College figures which, apart from Fall, 1978, include students who returned after not studying for a time.

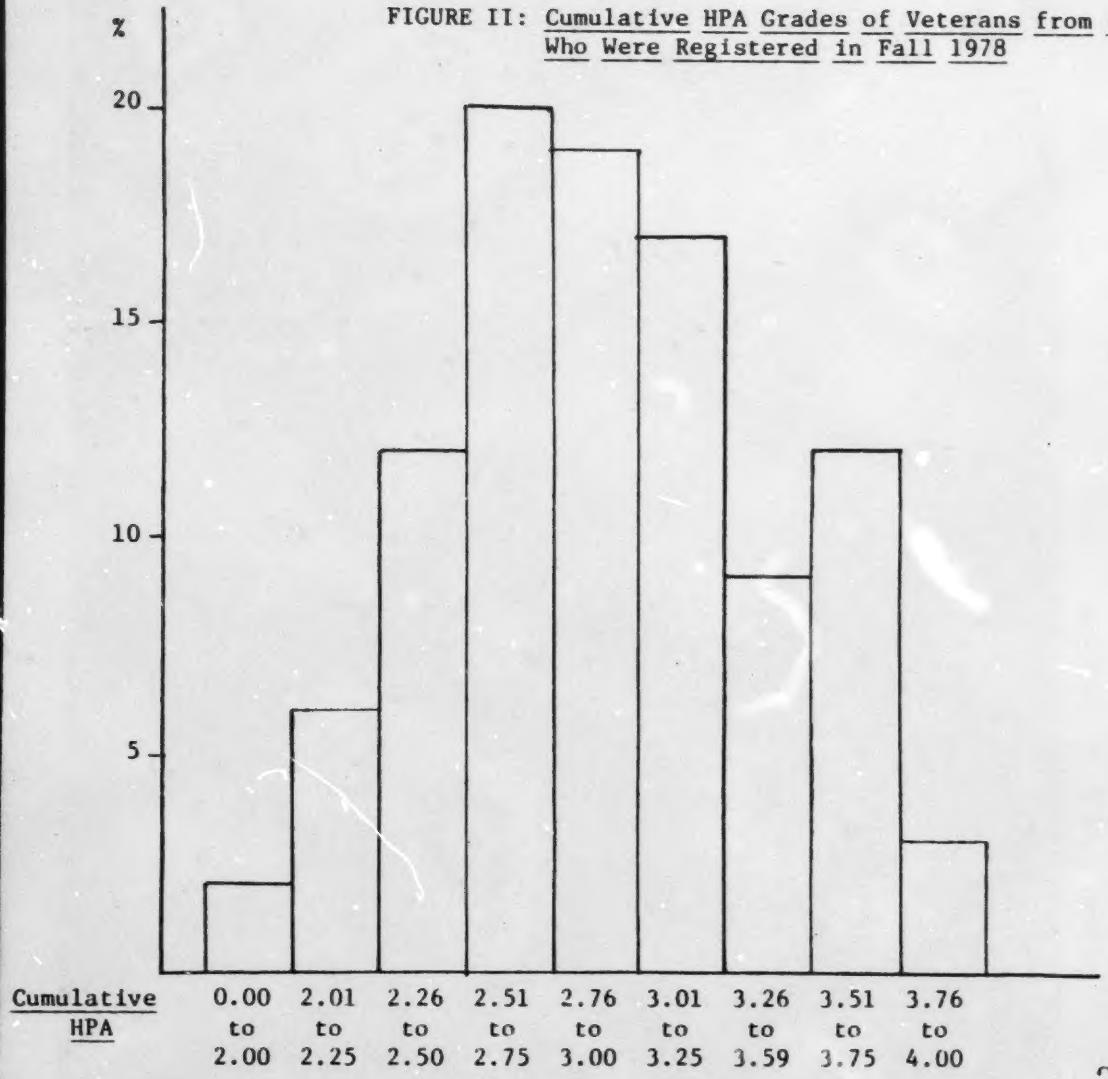
Table 1: Comparison Between Weekend College and Open University Attrition Rates

	Weekend College New Students Winter 1977	Open University New Students January 1973		
	N=630	All (N=16895)	Manual Workers N=845	
Registered for Spr'77 or later quarter	77 %	75 %	59 %	after first 3 months
Registered for Sum'77 or later quarter	58 %			
Registered for Fll'77 or later quarter	51 %			
Registered for Wtr'78 or later quarter	44 %	61 %	39 %	for 2nd year
Registered for Spr'78 or later quarter	39 %			
Registered for Sum'78 or later quarter	34 %			
Registered for Fll'78	31 %	52 %	30 %	for 3rd year

Table 2: Average Number of Quarters Studies: Analyzed by Demographics

Student Group	Number of Cases	Quarters Studied Average Number
All	100	3.71
Male	86	3.86
Female	14	2.79
Veteran	77	3.95
Non-Veteran	23	2.91
Aged 25 and Under	17	3.18
Aged 26 and Over	83	3.82
Married	72	3.90
Single or no information	28	3.21
Some Transfer Credit	35	4.29
No Transfer Credit	65	3.40

FIGURE II: Cumulative HPA Grades of Veterans from the Winter 1977 Intake Who Were Registered in Fall 1978



THE VETERAN

It has been said that the great majority of veterans in the program are "only in it for the money." The fact that they register for more quarters than other students and that they generally withdraw from the program around the time their benefits expire, can be adduced as evidence in support of this case.

However, there is also some evidence that students studying solely for the money do not last very long and that many veterans get hooked on the program. Some of this evidence emerges in the interviews recorded later in this report, but here we look at grades.

To continue to receive VA benefits a student must maintain a cumulative HPA of 2.00 or better. If veterans were studying solely for the money then one would expect their grades to cluster around this mark. In fact the average cumulative HPA for the 128 beterans from the Winter 1977 intake who were still registered in Fall 1978 was 2.90. While this figure is somewhat lower that than for non-veterans (3.45) the distribution of veterans' grades shown in Fig. 2 indicates a normal distribution with as many obtaining very high as very low grades.

STUDENT CHARACTERISTICS

Drawing on data from the Winter 1977 intake and hand-counts from the Fall 1978 questionnaire, some observations can be made about the student population.

Sex

Women are now forming a larger proportion of Weekend College students. Twenty-nine percent of the new students for the Fall 1978 quarter were women compared with 10% for Winter 1977. (At the Open University women now form 42% of the population compared with 26% in 1971.)

Veterans Benefits

The number of new students eligible for VA benefits appears to have declined sharply. Only 38% of the questionnaire respondents said they were eligible compared with 77% for the Winter 1977 quarter.

Ethnic Background

Around one in three of the questionnaire respondents said that they were Black or of Hispanic origin. This figure is very similar to that of 29% for on-campus students given by President Bonner in his inaugural address.

One in six of the respondents said that a language other than English was spoken in their home as a child. Polish was the language most frequently mentioned.

Table 5: Study Skill Problems Among Fall 1978 New Students

		a) No problem at all	b) A slight problem	c) A Problem	d) Quite a problem	e) A great problem	c)+ d)+ e)
Gaining the Necessary Reading Skills	n=193 %	60.6	28.5	7.8	2.6	0.5	10.9
Gaining the Necessary Writing Skills	n=193 %	35.2	44.6	13.0	4.7	2.6	20.3
Understanding the Course Content	n=190 %	48.9	35.2	10.5	3.2	2.1	15.8
Dealing with the Math in Science & Technology Quarters	n=146 %	48.6	24.0	13.7	6.8	6.8	27.3

Table 3: The Occupations of New Students

	Weekend College Fall 1977 n=200		Open University Jan. 1977 n=19,886
Administrators and Managers	4.0 %		4.8 %
Profession and Arts	5.0 %		36.0 %
Scientists and Engineers	3.5 %		3.3 %
Technical Personnel	6.5 %		10.6 %
Sales and Personal Service	4.0 %		4.9 %
Police	8.5 %		
Clerical and Office	23.0 %		10.8 %
Foremen/Supervisors	6.5 %	34.0 %	7.7 %
Skilled Manual Trades	9.5 %		
Semi-Skilled Operatives	17.0 %		
Unskilled/Labourers	1.0 %		
Unemployed	7.0 %		3.8 %
Housewives	2.5 %		14.7 %
Armed Forces	-		2.8 %
Other/ No Information	2.0 %		0.6 %

Table 4: Declared Aims of New Students

	New Weekend College Students Fall 1978 n=200
Plan to complete a Bachelor of General Studies Degree	69.5 %
Plan to gain enough credit hours for admission to a College other than Weekend College	10.5 %
Studying for own interest, not aiming for credit hours or a degree	3.0 %
Will study until VA benefits run out	4.5 %
Don't Really know yer	12.0 %
No Answer	0.5 %

Age

At the moment no data is available on age for the new Fall 1978 students. For Winter 1977 the median age was 28 compared with 31 for Open University students.

Occupation

Over 60% of the Winter 1977 intake were blue-collar workers. The results from theFall 1978 questionnaire, as shown in Table 3, indicate substantial changes in the occupational distribution of new students. Figures from the Open University are included for comparison.

These changes mentioned above are likely to affect retention rates but at the moment it is difficult to say in what way. Evidence from the Winter 1977 would suggest that the increase in women and the decline in veterans would produce a higher overal attrition rate. At the Open University, however, women and white collar workers have made better progress than other groups. This, together with the fact that many of the new female Weekend College students are known to be receiving tuition rebates from their employers, might suggest an improvement in student retention.

STUDENTS'AIMS

The Fall 1978 questionnaire asked students how far they were planning to go with the Weekend College Program. The results are shown in Table 4. While nearly 70% of the students were definitely aiming for the BGS degree, one in five had different intentions. Withdrawals among this latter group before graduation should come as no surprise and also should not necessarily be considered as evidence of "failure".

STUDY PROBLEMS

New students were presented with a list of possible study problems and asked to indicate how much of a problem each was likely to cause them. The four factors relating to study skills have now been hand-counted and the results are shown in Table 5. As the figures in the final column indicate, there are significant numbers of new students who will require help with study skills, particularly with mathematics and writing.

EVALUATION OF FACULTY

During my stay I have attended several meetings of the Program Evaluation Committee. This committee has been finalizing a Student Evaluation of Faculty Forms. On the basis of my experience with questionnaires, and following an examination of forms completed in a pilot scheme, I have been able to make a number of suggestions for amendments to the form. Hopefully the results from these forms will improve teaching within the College and thereby increase student retention.

COURSE EVALUATION

I have also discussed course evaluation with the Program Evaluation Committee and supplied them with Open University materials concerned with this research area. It would seem sensible to begin by attempting to evaluate whole courses. If particularly good or particularly bad courses can be identified these can then be studied in more detail to determine those aspects which are valued by students and those which are disliked.

THE CONSORTIUM

It now seems likely that the Weekend College model will be adoped by anything from 10 to 30 colleges throughout the United States within the next few years. These colleges will form a consortium which, among other things, will make possible the exchange of teaching materials, staff and ideas. As each college will adapt the basic model to meet its own situation and student body, the educational outcomes are likely to vary from institution to institution. Clearly there can be benefits for all participating institutions if the experience of each is carefully monitored and evaluated. I have therefore attended two meetings organized by Otto Feinstein for prospective members of the Consortium, my aim being to discuss the organization of institutional research on a cooperative basis within the consortium.

PERSONAL INTERVIEWS

It was decided to conduct a number of telephone interviews with Weekend College students for the following reasons:

a) To determine the feasibility of using large scale telephone surveys in the future

b) To obtain some case study material

c) To assist in the design of any future questionnaires

The interviews were carried out by myself, Dick McMann, Joann Condino, Robert DeMeyer, Nubia Hinzmann, Sue English and Lynne Standley.

In theory the students should have been easy to contact as they all had phone numbers. In practice difficulties were often encountered. Some numbers were disconnected, some were incorrect on the computer list and some students had moved away. Even when the number was correct, the student was often not at home and call-backs had to be made. In general evening calls were more successful but some students could only be contacted during the day. When contacted students were generally helpful, willing to talk and appreciative of the fact that someone was interested in them. However, the whole process was very time consuming and placed a heavy burden on the already over-worked Weekend College staff who had volunteered to help.

Recent Drop-Outs From the Winter 1977 Intake

A group of 54 students from the Winter 1977 intake were identified who had studied as recently as Spring or Summer of 1978 but were not registered for Fall 1978 and did not appear to have graduated (i.e they had less than 180 hours on their computer record). Interviews were carried out to determine why they had withdrawn and whether or not they intended to re-enroll in the program.

It transpired that not all of this group were drop-outs; 5 students were about to graduate once they had finished senior essays, sorted out "incompleted," or arranged extra transfer credit hours; 11 students were actually taking classes in the program. In the majority of cases their registration had been turned down due to a "financial hold" but they had continued to study while clearing up the money situation.

Of the remaining 38, 18 were impossible to contact, often due to disconnected numbers and changes of address. The 20 interviews which were carried out are reported below.

Interview 1

He dropped out because his Veterans' Benefits expired. (He had used up some before entering US/WC). He really enjoyed the program and would like to come back but money is the problem. He would re-enter if he got an extension to his benefits but he has not applied as he understands it is almost impossible to get one.

He no longer workers for Chrysler. He has been a painter for Macomb County for six months now. He has not asked them about tuition rebates but thinks it very unlikely that they would give any. He finds it impossible to put up the money himself as he has children at school and his wife is now in school training to be a secretary.

He learned a lot from the program. He was impressed by the up-to-date knowledge and by the instructors. His family was very happy about him studying. He found the academic level challenging but he coped with it.

Several reasons for entering the program. He could improve himself, perhaps gain a promotion and a degree "would always help." He was attracted also by the prospect of the extra money.

He appreciated being called and said it had "got him all fired up again" about the program.

Interview 2

Registered for electives in Science and Technology in Summer 1978 but only attended for two weeks before dropping out. Courses were not too difficult but they didn't really hold his interest and the classes at Belle Isle were a long way from Trenton. He thinks now that he should have gone on to Social Science.

He is interested in resuming studies but as he did not officially withdraw he still owers $276.00. Paying off this debt would be a problem at the moment.

He thought the program itself was very good. He first watched the TV programs and then decided to come down and register. Veterans' Benefits were not the main reason for enrolling.

Interview 3

No real plans to resume study with US/WC at the moment. He is on rotating shifts for the next few months which causes problems but when he returns to school he thinks it will be Cleary College.

He studied at Cleary originally (with GM paying the fees) then a friend recommended the Weekend College and he thought he would try it. He enjoyed the program but it was really "starting all over." By returning to Cleary he will gain a degree more quickly and although the program is unaccredited it will give him a degree in management which is what he wants. Cleary is also more convenient and he can attend it as a "daily" student. His benefits have expired now and Cleary costs about the same as US/WC.

He has nothing against US/WC and has recommended it to several friends.

Interview 4

Dropped out when benefits expired. He looked into the question of extension but this did not seem possible. He thought Fords would not pay the tuition for him. He thought the program was a good one.

(Actually spoke to his wife - student in bed ill and they were leaving the next day for two weeks' vacation.)

Interview 5

Dropped out when benefits expired. He said that friends had tried but Chrysler would not pay the tuition fees.

He had already taken an Associate Degree in Mechanical Design and was disappointed with the smsll number of transfer credits awarded for this (35). He learned quite a lot from the program. He found one Humanities instructor boring but felt this was because he had the same instructor for two quarters in a row. On the whole he felt he should have stuck with Mechanical Engineering.

He felt the tuition fees were pretty stiff for someone with no benefits. He has been studying part-time for many years and now feels like a little rest. However, there is pressure at work to take some more vocational courses.

Interview 6

Dropped when benefits expired. (He says the University still wants $148.00 from him but he hasn't sent a check.) He liked the program and would come back if he could afford it. His employer won't pay tuition fees.

A friend recommended the program and his main aim in starting was to collect his benefits. However, he carried on because he enjoyed it. Much of it was relevant to his job as an electrician e.g. solar energy.

Study was difficult to begin with as he had been out of school for a long time. Attending conference courses for whole weekends presented some problems. However, he acknowledged that they were necessary and generally thought the program was a good one.

Interview 7

This student dropped out when he was fired from his job and his wife left him. He is still unemployed and owes the University $700.00. He received three "E's" in his last quarter and so probably owes money to the V.A.

He liked the program and enjoyed being in college. He would come back if he could straighten out his financial problems and find a job. There was no way he could come back in the near future.

He liked his instructors and was discouraged because he had accumulated so many credit hours (72) and then had to drop out.

Interview 8

This student said he was taking a break from school. However, he couldn't say when he would return; he was not even sure if he would be able to come back at all due to his work schedule. He is working seven days a week, has "swing shifts," and is required to work over-time. Because of this he found himself missing classes a lot and that was the reason for the three "E's" he received for the Summer 1978 quarter.

Apart from this he had no major problems. He found it a good and interesting program. in which you could learn as much as you wanted, depending upon your personal input. His goal when he enrolled in the program was to get a bachelors degree. He thinks it is important to the individual "to keep your mind open" and it is also important in the eyes of employers.

His family had been very supportive concerning his studies. His employer had been helpful but not his union. His employer had been willing to adjust work schedules but the union objected on the grounds that they would have to do the same for everyone else.

His VA benefits have now expired. He said that he would come back even without them and his employer would provide some tuition rebate.

Interview 9

This student was planning to come back as soon as his VA benefits are extended. His benefits expired in August 1978. However, he felt that he has a strong case for an extension and his application is currently with the VA's office. He was aware of the tuition rebate scheme at Fords but didn't wish to use it. He was unwilling to elaborate on the matter.

Apart from the financial question he did not have any other reasons for not returning to the program. He believed that he had had a very positive experience at the Weekend College. He had enjoyed the classes, especially the conferences, and his isntructors were generally excellent. His family and friends had been very supportive.

Interview 10

This student was very brief. He said he was taking a break from studying due to lack of time caused by work and other commitments. He plans to return in Spring 1979. He is enjoying the program and has no other problems. His VA benefits have expired but he will receive a tuition rebate from his employer, General Motors.

Interview 11

The student has dropped out and doesn't plan to return. His VA benefits expired in Spring 1979 and doesn't seem to care about Ford Motor Co. tuition rebates. He is working 12 hours a day, 6-7 days per week. He found the courses enjoyable although the last quarter in Humanities was a little hard for him. He does not think that a degree would produce any benefits for him. (This person was polite but not very talkative.)

Interview 12

This student dropped out because he is now working 7 days a week. He loved the program, was doing well and liked his instructors but he would rather drop out than get bad grades. When work slows down he plans to return. He will then be relying on tuition rebates as his VA benefits have now expired. In general he was very positive about his experience in the program.

Interview 13

The student's wife said that he would be registering for Winter 1979. At the time of the interview he was away on a hunting trip. She mentioned that there had been some mix-up with his grades for Summer 1978 which needed sorting out.

Interview 14

He left when his VA benefits expired. Also he was not interested in "academic courses." He has decided to take a technical program which will help him do his job better.

Interview 15

He left because his VA benefits ran out. He doesn't know whether he is entitled to tuition reimbursement from his employer (Ford). He will check that out and may return if there is. He is currently working 6 days a week and has no time for school. His work hours may decrease in the first part of 1979; if so he will check on tuition reimbursement.

Interview 16

This student took 6 quarters in a row then decided he needed a break. He also had some domestic problems. His VA benefits ran out two quarters ago but continued with tuition reimbursement (General Motors). He will definitely come back but probably not before Spring 1979. In reference to the phone call he said he really appreciated "your thinking of me."

Interview 17

Withdrew from the probem because he is moving to Florida.

Interview 18

He withdrew because his VA benefits ran out. He will not return as his employer (the Post Office) will not give tuition rebates.

Interview 19

Withdrew from the program because his VA benefits ran out. He does not plan to return for simple economic reasons.

Interview 20

This student withdrew from the program for two reasons: his VA benefits ran out and his work schedule changed from straight days to alternating shifts. He does, however, still hope to return at a later time, with his tuition paid through LEEP funds.

Early Drop-Outs

Slightly less than half of those from the Winter 1979 who left after one quarter (i.e. 12% of the whole intake), did so having gained no credit hours in the program. We do not know how many of these people withdrew from the program and how many actually failed the assessment, but it was suspected that there was an early drop-out problem. However, by studying the Fall 1978 intake of new students we discovered 20 who were classified as "non-attenders" and 25 who had formally withdrawn during the quarter. It therefore seemed that around one in ten of the new students did not survive until the end of their first quarter. Interviews carried out with 14 of these early drop-outs are briefly summarized below.

Interview 1

She attended one session and bought all the books but then discovered that she wasn't learning anything she didn't already know. However, she did not feel that she had been misled about the program by College staff when she registered.

At the moment she has no transportation and plans to return to school, either at the Weekend College or elsewhere, when this problem is taken care of.

She completed the correct withdrawal forms.

Interview 2

He never attended any classes due to illness in the family. He has not formally withdrawn from the program yet as he was confused about the VA benefit situation. He will phone the College's veteran's advisor about this. He plans to return in Winter 1979.

Interview 3

This student registered late and his instructor felt it was too late to enter the class. However, the student kept attending as he felt it was good practice. He has not formally withdrawn yet and plans to register properly next year. He will contact Sue English, the grades coordinator, about these matters.

Interview 4

She attended one class then dropped out due to a personal problem which she did not want to elaborate upon. She withdrew formally by phoning her counsellor. She plans to return but is not sure when. She knows who to call about registration when she decides to return.

Interview 5

He attended three classes before formally withdrawing due to work conflicts. He will return when his work schedule straightens out. He will also consider dropping and adding courses, as his work permits, in order to keep up with his studies.

Interview 6

She attended one class before dropping out due to work schedule problems (she is always "on call"). She knew the correct procedure for withdrawing but didn't have the time to do so. She will mail a letter to withdraw by December 8. She will return as soon as her work schedule stabilizes.

Interview 7

He attended four classes then formally withdrew because he was "too busy." He will not return as he is leaving the area.

Interview 8

She formally withdrew before attending any classes due to illness in the family. She will return when the relative whom she is taking care of recovers because she thinks it is "a beautiful program."

Interview 9

The student did not attend any classes but watched the TV programs "a few times." He formally withdrew because he decided that the program did not meet his needs. He will not return as he has begun an apprenticeship program which he thinks will be more beneficial.

Interview 10

He attended one class before formally withdrawing due to a shift change and an increase in working hours. He enjoyed the program and will return once his work schedule eases up.

Interview 11

He attended two classes before formally withdrawing. He was taking Science & Technology and found the workload required by his instructor to be too much for him. He will return in Winter 1979 but will take Social Science.

Interview 12

She attended two classes before formally withdrawing due to work schedule problems. She plans to return, probably in Winter 1979.

Interview 13

She formally withdrew without attending any classes. She has a nursing background and wanted to specialize in child-care. To do this she has transferred into Liberal Arts.

Interview 14

He attended one class and dropped out due to conflicts with his work schedule. He did not withdraw formally as he was confused by all the forms. As a result of the interview he will come into the College to formally withdraw. He plans to return in Winter or Spring 1979.

Students Still Registered Although Their Veterans' Benefits Have Expired

Among the Winter 1977 intake who were still studying in Fall 1978 were a group of six students whose VA benefits had definitely expired (there may have been more in this category but only the separation date was available. Some who had not reached the ten-year limit had probably used up their entitlement due to courses taken outside the Weekend College.) Four out of the six were personally interviewed, one wife was spoken to and one could not be contacted.

Interview 1

The student is paying for the Fall 1978 quarter himself at the moment. However, he is making enquiries at Ford's and he hopes they will pick up all or part of the tuition fees. He feels the fees are expensive and would find it difficult to meet the cost himself.

He now holds 84 credit hours and intends to graduate. He hopes that a degree will lead to advancement at Fords, possibly to becoming a supervisor.

His friend at work who had just started with the program encouraged him to enroll. He began because it sounded like a good way of making some money but, as he put it, he "got hooked" on learning. He enjoyed the Humanities courses and felt the essay-writing done there will stand him in good stead for his senior essay. He also enjoyed the Ethnic Studies courses as family histories is one of his own particular interests. He is now starting Science and Technology. His math is a little weak but he feels that he will cope.

Part of his enjoyment has derived from meeting other students from a variety of backgrounds. He himself has recommended the program to several friends but usually they work too many hours or are already taking some classes.

He said that his father had always told him "If you start something, finish it." He attributes his persistance with his studies at the Weekend College to this philosophy.

Interview 2

This student is a police officer whose tuition is paid for entirely by LEEP. Consequently, he has not suffered any financial difficulties following the expiration of VA benefits.

He says that he would have joined the program even if there had been no VA benefits because it was so convenient for him to attend. He aims to graduate but says this will not help in the police force. However, this was not his aim. He is studying because it interests him and he enjoys it.

He feels that the program is definitely improving over time. The last Humanities conference he attended was excellent, allowing as it did for student involvement.

Up until Fall 1978 he had mainly studied Science and Technology. He found the instructors demanding but good. He is now starting on Humanities and finds subjects such as poetry don't come as naturally to him. Up to now he has received "A" grades for each course taken.

The student has small children which has prevented him from registering each quarter. However, they have now started school and so he hopes to study continuously in the future.

Interview 3

This student is receiving tuition rebates from Fords. He aims to graduate and hopes for promotion within Fords.

His brother was studying with the Weekend College and persuaded him to enroll - a difficult task as he "always hated school." VA benefits certainly helped but they were not the main reason for him enrolling.

He finds the courses take up a lot of his leisure time, leaving little time for his family. His wife has mixed feelings about his studies. She appreciates his desire for a degree and types up his papers for him but she wished he had more free time.

He feels the Weekend College courses are improving. At early conferences it was not known who the speakers would be until the last minute and often the speaker would not know what subject he was meant to be talking on. Things are better now but could be further improved. He felt more time could be spent on field trips and other events outside the classroom, particularly during the summer. When the "Paris Quarter" was mentioned he said these were impossible for working people with families.

Post Script: His brother dropped out from the program when his VA benefits expired and no help from his employer was forthcoming. He may return now that he is working for Fords but he is unsure as he has been out of the program for over a year.

Interview 4

This student registered for the Winter and Fall 1977 quarters and then "disappeared" until Fall 1978.

He wanted a degree because he wanted to become a manager at Chrysler. However, he discovered that Chrysler did not recognize the BGS degree as an appropriate management qualification. He therefore decided to switch to the Management School at WSU where he can obtain a Bachelor of Business Administration in about two and a half years. He had returned to the Weekend College to gain the necessary extra credits required for entry (in fact he had to withdraw from the quarter due to hepatitis).

He said that he would have continued with the program if the qualification had met his needs and he had in fact recommended the program to some of his friends. However, he strongly criticized the program also. He felt that the curriculum had been "down-graded" to appeal to low-income black students which penalized middle-income whites. As an example he said that he wanted to study some ancient history, not "black history." He also felt that the instructors were too opinionated and that they were putting forward "All-American" viewpoints.

The availability of VA benefits affected his decision to enroll but this was not the main reason. He felt that those who were just "in it for the money" would not stay long in the program.

Interview 5

This student's wife said that he had had to withdraw from the current quarter due to over-time demands. However, he does aim to graduate and hopes for promotion at Fords. He is paying the tuition fees himself and does not think he would get a tuition rebate.

New Students

A number of interviews with new students were carried out in early December as they were completing their first quarter. The main aim was to see what they thought were the good and bad points of the program and whether they were going to continue with their studies in Winter 1979. Interviewees were selected from amongst the questionnaire respondents and problems mentioned there were pursued in the interview.

Interview 1

The student had already registered for another quarter in Humanities. He enjoyed the course but experienced some difficulties in "using his mind" and writing as he had been out of school for some time.

He enjoyed the conferences which, according to old students, were amongst the best ever. One section on photography seemed irrelevant at the time but later he saw its purpose. He liked the field trips to the Bonstelle Theater, the Institute of Arts, Windsor and Downtown Detroit as he was not "cooped-up" in a classroom. However, the classes too were good and varied, introducing him to jazz and dance which were unfamiliar to him.

His instructor was excellent. She helped students along and patiently went over things again if the students had not grasped something. He was impressed by the fact that she was soon addressing all 33 students by name.

He hopes to graduate from the program. His VA benefits last until March 1982 and he will try to study every quarter. He agreed that the money was nice but the degree will also mean a lot to him. He didn't know whether he would have started the program if he had not had VA benefits. He had been trying to get to college for two or three years and the program was the only one which could cope with his "crazy work hours" and allow him to graduate in a reasonable time. He can just about manage to arrange one night off a week to attend class and he can watch the TV programs in one go on Sundays.

Interview 2

This student had already registered for another quarter of Social Science. She really enjoyed the course and found it better organized and more convenient in terms of time and location than other courses at Henry Ford Community College. Her instructor was well prepared and made clear what he expected from students. She had had no academic problems.

She has to leave for work very early and often works late, consequently missing the week-day TV programs. She can watch the programs all together on Sunday but finds this a little much to take in.

Money was something of a problem as tuition refunds were only made after grades were received. Student services have helped by arranging to send grades as early as possible.

She hopes to graduate eventually. The program was recommended to her by several people including her boss who is about to graduate herself.

Interview 3

This person was not very talkative. However, he said he enjoyed the course, his instructor was good and the conferences too long. He has not re-registered yet but intends to come to the Criminal Justice building to do so. He hopes to graduate. He is unemployed but says the money side "has been taken care of."

Interview 4

This student took Science and Technology and had already re-registered for another quarter of it. She felt it was an excellent program and it was better than other courses she had taken. She found it very convenient, her instructor good, and the subject matter very pertinent. She could not think of any particular faults.

She had had a slight difficulty with the math but this was just a question of trying to remember what she had learned in high school. She hopes to gain her degree from the College. She wants to become a writer and although the BGS will not directly assist this, she feels that a degree will help whatever she eventually chooses to do.

Interview 5

She plans to continue with the program as she thought it was "just great," particularly for working people like herself. She had taken the Ethnicity course and found it stimulating and interesting.

The conferences were long but good and did not require much change. Her only criticism was that the second conference tended to repeat some of the material covered by the TV course.

Her instructor was very good and was flexible in meeting the needs and circumstances of his students.

She definitely aims to graduate. Money is a slight problem but her tuition rebate from her employer helps. If necessary she will skip a quarter or register for fewer credit hours. She had taken classes off and on for many years and consequently had no problems in developing study skills.

Interview 6

This student was not at home but his wife was sure that he would continue. She herself had enjoyed watching the TV course and attending the theater trip. When it was suggested that she should register for the course herself she seemed tempted and said that she would discuss it with her husband.

Interview 7

This student is going well and hopes to graduate. His instructor was excellent. His main problem was his Divisional Manager (Ford Part and Service Division) who had a negative attitude towards the program. He could only obtain reimbursement for two of his classes.

Interview 8

He enjoyed the quarter and thought his instructor was good. His only problems were finding the time for study and actually writing the papers. He wants to take some business related courses to help him in his job.

He will not return next quarter due to his work schedule. At present he is working 7 days a week on midnight shifts. Nevertheless, he was determined to complete the quarter and had even managed to attend the weekend conferences. He hopes to return next September when his work schedule had returned to normal.

Interview 9

This student was mainly concerned with the transferability of his Weekend College credits. He wants to eventually earn an M.A. and doesn't know yet whether to return to the Weekend College or to transfer to the College of Education.

Interview 10

This student's wife said he liked the program and his instructor and will definitely re-enroll. He had problems catching the TV programs and was unaware of the Sunday repeats.

FUTURE RESEARCH

It is proposed that the research already instigated should be continued in the following ways:

The New Student Questionnaire

This questionnaire should be analyzed as soon as possible and the results related to student performance. Selected items which are good predictors of student progress or which serve as relevant descriptions of the College's student population should be included as a new short Personal Data Sheet which should be completed at registration by each new student in future quarters. The information from this sheet should be merged with other data on the main computer research file. The larger questionnaire, with some revisions, could be administered every one or two years to provide more comprehensive information.

The Computer Research File

This file could be used initially to explore past overall attrition rates and attrition patterns in relation to specific courses, modules, instructors, etc. Standard programs should also be developed to provide the College with feedback on current student progress on a regular basis.

A Survey of Drop-Outs

A mail survey should be carried out of all Weekend College students who studied in Fall 1978 but did not re-register for Winter 1979. Although something is now known about the reasons for student withdrawal, an attempt must be made to measure the actual distribution of these reasons.

If the Weekend College believes that there is a need for institutional research and evaluation, then there are certain staffing and financial implications. There should be at least one person to work full-time in this area and this person must also have adequate financial support for data collection, compuating facilities and clerical assistance when neccessary. Apart from the work outlined above, research of value could also be begun in the following areas.

Awareness and Knowledge of the Program

Through a survey of a cross-section of the adult population of Detroit, one could determine the extent to which the public is aware of the opportunities which the College is offering. Results would show:

(a) The percentage of the population who have heard of the program;

(b) The level of knowledge concerning curricula, fees, admissions criteria, etc.

(c) Which particular groups are less likely to have heard of the program or are more likely to be misinformed.

People Who Decide Not to Enroll

At the Open University we have also looked closely at people who almost became students, namely those who sent for a prospectus but did not apply and those who turned down the offer of a place. If a similar group could be identified in Detroit it would be worthwhile to examine their characteristics and their reasons for not enrolling. Such a group might be adults who have decided to enroll in an alternative program elsewhere or people who enquire about the program but do not subsequently register.

Weekend College Graduates

Follow-up of Weekend College graduates, like the one undertaken by Eric Fenster, should continue. Among other things, such surveys will produce "success stories" which can attract and guide future students, and also "failures" which might suggest curricular changes, improvements in counselling or the need for negotiations with certain institutions.

While certain research areas suggest themselves immediately, it is important that the institutional researcher should be flexible and responsive to the changing needs of the Weekend College. Problems and informational needs change over time and therefore an institutional researcher's tasks cannot be defined now and for all time. Nor would such a person have a monopoly on institutional research. When an individual staff or faculty member, or group of individuals such as the Program Evaluation Cojmittee, wanted to conduct some research the institutional researcher would act as a consultant, advising on sampling, questionnaire design, computing, etc.

A further study for the researcher would be to undertake comparative studies. For instance, the performance of the Weekend College could be placed in some sort of context if more was known about the attrition rates in the rest of WSU. Ways of improving the Weekend College might also be suggested by the strategies and by the experiences of those colleges about to adopt the Weekend College model in particular.

STRATEGIES FOR IMPROVING RETENTION IN THE WEEKEND COLLEGE PROGRAM

Given my short experience of the program and the present lack of research data, it is difficult to say which of the many possible strategies are likely to generate the highest "pay off" for the Weekend College. However, I will give you my present thoughts for what they are worth.

1. It appears that the highest drop-out rates occur over the first two quarters. It would therefore seem sensible to pay particular attention to new students in these early stages. The following points seem relevant here:

    a) From talking to the very early drop-outs some students should never have enrolled in the program as it did not meet their vocational or educational needs. This calls for better admissions counselling.

    b) New students should not be allowed to register after the first class has been held as it is unlikely that they will ever catch up.

c) Several early drop-outs had work schedule problems which prevented them from attending their original class but seemed unaware of the possibilities of switching sections to accomodate this.

d) Instructors should be told which students in their class are new to the program and advised of any special problems which have been discovered at registration.

e) At the moment it takes until the tenth week of the quarter to determine which new students never really began their studies. When a student does not attend a class an instructor assumes, often correctly, that they have switched to another section. A scheme should be devised where someone takes responsibility for each new student to check whether they are in class and coping.

f) Following on from (e), if it is discovered that a new student is not in class or is about to drop out, help should be offered. If no help is possible then the student should at least be encouraged to withdraw in the correct manner. Many students are still unaware of the correct procedure and consequently end up in debt to the University. The study of the Winter 1977 intake showed that 40% of those not currently registered had a delinquent balance. This debt ranged from $5.00 to $620.00 and averaged $234.00. This would obviously deter reenrollment in the program.

g) Strategies for increasing involvement in, and attachment to the program should be developed. Here are a few suggestions:

    i) A conference for all new students early in their first quarter, possibly on the theme of adult higher education.

    ii) An early non-assessed written assignment on just about any topic to help break initial psychological barriers about writing papers.

    iii) Family tuition rebates to encourage husbands and wives to study together.

    iv) College regalia such as scarves, T-shirts, badges, etc.

    v) Student newsletters or papers.

    vi) Informal faculty/student gatherings.

2. Some reasons for student withdrawal relate to both new and old students. Improvements in the areas listed below could increase retention rates across the whole population.

    a) Many students withdraw when their VA benefits expire. This problem will diminish in the future but veterans still form 57% of current students. By merging the Veterans' Office computer file with our research file it should prove possible to produce lists each quarter of those whose benefits are about to run out. These people could then be counselled at an early stage.

b) Many students are unaware of the tuition rebates available to them through their employer, and others are having difficulties obtaining them. The college should increase awareness of these schemes and continue negotiations with employers to ensure that students get what they are entitled to.

c) Results from the Fall 1978 questionnaire show that significant numbers of students are concerned about their lack of study skills. The facilities to provide these study skills should be increased and students should be encouraged to use them. These facilities should be available throughout the program as problems are likely to arise when students enter the College, when they begin Science and Technology quarters and when they start on their senior essay.

3. Adults who return to school after many years absence and then withdraw, for whatever reason, are often lost to education forever.

   a) If a person is considering dropping out due to some temporary crisis at work or home they should be encouraged to drop some of their courses rather than all of them. If necessary, some plan of work should be devised which involves even less than four credit hours, just so that the person is at least still in the program.

   b) Re-entry should be facilitated for people who have withdrawn in the past. At best this could take the form of a personal phone call as in Eric Bockstael's study. At minimum a student could be mailed newsletters and details of future registration details.

4. Very few of the students we spoke to made any criticisms of the program itself. However, this does not mean to say that improvements in the courses themselves would not increase student retention. If the courses were more interesting, more comprehensible, more appropriate for their vocational needs, etc., then students who were contemplating withdrawal due to practical probelms might feel it was worth overcoming these difficulties.

SOME FINAL POINTS

1. It should be remembered that student attrition is not a totally negative phenomenon. An attempt by the College to retain all of its students would of course be doomed to failure, but more importantly, it would be misguided in that it would be doing a disservice to its students.

   a) Many students are not aiming for a BGS. Whatever their goals it should be expected that such students will leave when they have been obtained.

b) In the Open University's experience some students will be so inspired by the program that they will want to become a full-time student somewhere else.

c) Some students will change their career aims in mid-stream and decide to switch to a program which will help them meet these new aims. (At this point I should mention my discussion with John Crusoe, who is head of WSU's Placement Office. He was very anxious to help provide Weekend College students with career advice and guidance and I believe the College should follow this up.)

d) In many cases such as bereavement, personal illness and other domestic crises, withdrawal is the "correct" decision for the student to make and the College should support this decision.

e) The Weekend College students are all adults and in no way is the College acting "in loco parentis." The right of a student to withdraw should be respected and he or she should not be unduly harassed because of this. The College's task should be to help those students who wish to stay in the program but are experiencing difficulties doing so, and to help back into the program those who would like to return.

2. Increased student retention may be achieved at the expense of new student enrollment. This would follow directly from changes in admissions counselling which would divert some potential students to more appropriate programs. It would also follow indirectly if more counselling effort was put into student support services then less time would be available for recruitment. It is my belief that the College should switch its focus from recruitment to retention for the following reasons:

   a) The opportunity to enter higher education for this group of working adults should be a "real" opportunity. An "open door" policy can too easily become a "revolving door" policy where students are quickly dumped back on the pavement.

   b) Overall student numbers need not decline if improved retention cancels out the decrease in enrollments.

   c) Staff and faculty morale should improve if the College is seen to be providing a better service for its students.

3. Institutional research and evaluation can help the College in its decision-making but it is not a panacea. It cannot provide all of the answers and the results which are produced will be meaningless if they are not acted upon.

Schemes for improving student retention have emerged from time to time within the College. These include Eric Bockstael's plan to telephone large numbers of students not currently registered, Mary Lee Field's idea that instructors should be assigned a number of new students whom they should contact and help, and Kamal Shukla's scheme to detect and counsel current students who are not planning to re-register. If these and other schemes are to succeed then the College must make a firm commitment to improving student retention, decide upon appropriate strategies, and obtain the support and cooperation of all faculty and staff members. Hopefully, one of the main functions of future institutional research will be to evaluate the success or failure of those strategies which are finally decided upon.

POSTCRIPT

I would like to thank all members of the Weekend College for making my visit here so enjoyable. Everyone I approached was extremely helpful and I would particularly like to thank those people mentioned in the report who gave their valuable time to help with the telephone interviews. While I have received views and advice from members of the Weekend College, I would like to stress that the opinions expressed in this report are purely personal ones.

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FOR THOSE INTERESTED IN FURTHER INFORMATION ON THE UNIVERSITY STUDIES & WEEKEND COLLEGE MODEL, THE FOLLOWING MATERIALS ARE AVAILABLE:

Frank Angelo and Otto Feinstein, To Educate the People, Detroit: Wayne State University-Center for Urban Studies, 1977. @ $3.50.

Paul Bertelsen, Paul Fordham and Jack London, Evaluation of the Wayne State University's University Studies and Week-end College Programme, UNESCO Document Serial No. FMR/ED/SCM/77/176 @ $1.50.

Additional copies of this book are available for $15.000

Please make your check out to Wayne State University-To Educate the People. Mail to Otto Feinstein, Room 891 Mackenzie Hall, Wayne State University, Detroit, Michigan 48202.

Cover Art:
Diego Rivera Mural, Central Court, Detroit Institute of Arts.